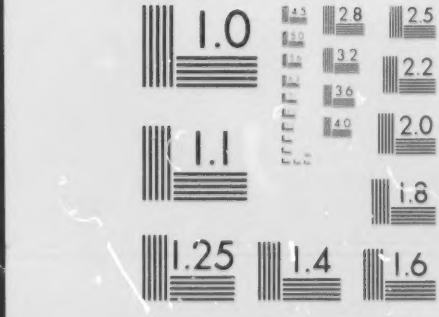

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ABSTRACT

To provide information on the third three-year round of exemplary projects funded under Section 142 (c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576), this document includes abstracts of projects initiated in fiscal years 1975, 1976, and 1977. Each of the sixty-two abstracts included in the document contain the following components: title of project; program director; applicant organization; estimated total federal funds, duration; site information; description of program; program design; and major program components. Abstracts are presented in alphabetical order according to the state or territory in which they were developed. (The projects have been geographically distributed and represent each state and territory of the United States.) Preceding the abstracts is a discussion of the background funding efforts and priority areas listed by the Federal Register. (BM)

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ABSTRACTS

OF

EXEMPLARY PROJECTS

IN

VOCATIONAL EDUCATION

Covering Fiscal Years: 1975, 1976 and 1977

* *

Supported Under Section 142(c) of Part D
Of the Vocational Education Amendments of 1968
(Public Law 90-576)

* *

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Occupational and Adult Education

Division of Research and Demonstration

February 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576) provided funding for the U. S. Commissioner of Education to use in awarding direct grants or contracts to local school districts and other appropriate organizations for the conduct of exemplary projects in vocational education. The Section 142(c) funding first became available in fiscal year 1970. This funding was used to initiate a three-year round of exemplary projects. These projects were distributed geographically across the country, with at least one project located in each State and Territory of the United States. The first three-year round of projects utilized the Section 142(c) funding for fiscal year 1970, fiscal year 1971, and fiscal year 1972. Abstracts of all of the first round projects have been published in two previous booklets:

> Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Division of Vocational and Technical Education, U. S. Office of Education; November 1971. (ED-060-189)

> Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Vocational and Technical Education, U. S. Office of Education; June 1973. (ED-099-518)

The second three-year round projects utilized the Section 142(c) funding for fiscal year 1973, fiscal year 1974, and fiscal year 1975. Abstracts of the second-round projects were published in:

> Abstracts of Exemplary Projects in Vocational Education. Washington, D. C.: Division of Research and Demonstration, U. S. Office of Education; June 1974. (ED-099-523)

The purpose of the present booklet is to provide information on the third three-year round of exemplary projects. It includes projects which were initiated in fiscal years 1975, 1976, and 1977.

In fiscal year 1975, eleven projects were initiated (utilizing funding for fiscal years 1975, 1976, and 1977) in the States and Territories of California, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Vermont, the Trust Territories, and the Virgin Islands.

In fiscal year 1976, forty-five projects were initiated (projected to utilize funding for fiscal years 1976, 1977, and 1978). These projects are located in the States and Territories of Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, District of Columbia, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, and Guam.

An additional six projects were initiated early in fiscal year 1977 (projected to utilize funding for fiscal years 1977, 1978, and 1979). These projects are located in Alabama, Indiana, Michigan, Missouri, Nebraska, and Washington.

Section 142(c) of Part D of the Vocational Education Amendments of 1968 (Public Law 90-576) was replaced by new Legislation effective on October 1, 1977. The U. S. Office of Education, however, is committed to continuing the projected funding for the three-year project into fiscal years 1978 and 1979, provided that funding is available and provided that the projects, themselves, make adequate progress toward achieving the goals to which their grant awards commit them. In fiscal years 1978 and 1979, those projects which are eligible for continuation funding will be funded under Section 171(a)(1) of Subpart 2--Programs of National Significance (Public Law 94-482).

The three booklets listed above (accessible under ED-060-189, ED-099-518, and ED-099-523) provide excellent coverage of overall background information on the Vocational Exemplary Projects as well as abstracts of the activities which were supported in previous years. In addition, many of the Final Reports from projects funded in previous years may now be accessed through the ERIC system. Readers who are interested in the Final Report of a particular project should contact Ms. Annette Miller. the Division of Research and Demonstration staff for the appropriate ED number. Persons wishing more detailed information about a particular project abstracted in this booklet should correspond with the project director concerned whose name and address are listed at the beginning of each abstract.

The abstracts of the individual projects in this booklet were developed by the Part D project officers in the ten Regional Offices of the U. S. Office of Education: Matthew Cardoza, Region I; Donn Billings, Region II; Joseph Dzurenda, Region III; Ellen Lyles, Region IV; Homer Edwards, Region V; Emmett Tiner, Region VI; Leslie Thompson, Region VII; Vern Bak, Region VIII; Sam Cespedes, Region IX; and Robert Workman, Region X. Compilation and editing of the abstracts and preparation of the overall booklet was accomplished in the Washington office of the U. S. Office of Education by Jeanne Williams.

Howard F. Hjelm, Director
Division of Research and
Demonstration

September 1977

BACKGROUND

Historically, the Vocational Exemplary Projects supported under Section 142(c) of Part D of the Vocational Education Amendments of 1968 represented some of the earliest attempts to develop and implement operational programs to demonstrate Kindergarten-Grade 14 career education emphases within ongoing educational programs at those levels.

Out of an element of some dissatisfaction with the progress being achieved in the impact of career education at the secondary level and out of the fact that the U. S. Congress had, in 1974, provided its first direct funding for a U. S. Office of Education program entitled "career education," it was determined that the Vocational Exemplary Projects would be brought to focus on the secondary and/or post-secondary levels beginning in fiscal year 1975.

At the same time, the U. S. Office of Education was bringing to fruition curriculum efforts begun in 1971 (under Part I of the Vocational Education Amendments of 1968) to develop the 15 career clusters which had formed an integral part of the initial conceptualization of career education. While recognized as a potential contribution to the scope and sequencing of career education in the earlier grades, it was felt that the 15 career clusters could make their greatest contribution at the secondary and post-secondary levels when young people would be desirous of more solid and more diverse career preparation opportunities.

These two factors--a need for a greater career education impact at the secondary level and the readiness of curriculum guides for the 15 U. S. Office of Education career clusters--shaped the guidelines for the initiation of new Vocational Exemplary Projects in fiscal year 1975. Those guidelines, published in the Federal Register on March 31, 1975, read that projects should involve, in one operational setting at the senior high school level, the following features:

(1) A strong emphasis on guidance, counseling, placement, and continuing follow-up services.

(2) A coordinated demonstration of the cluster concept for occupational preparation, utilizing at least five

different occupational cluster programs which have been developed through previous local, State and/or Federal research and development efforts. (The selected cluster programs should range from those dealing with public service and human service occupations through those dealing with manufacturing and construction occupations. The selected cluster programs would be implemented and demonstrated in such a way as to include a high level of involvement of educational, business, industrial, labor and professional organizations and institutions both in the classroom and in the provision of work experience and/or cooperative education opportunities.)

(3) Articulation with occupational awareness and exploration programs in feeder schools at the elementary and junior high school levels and with occupational preparation programs at both the secondary and the post-secondary levels.

In addition to the three program requirements stated above, applicants may choose to include strategies designed to familiarize secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

In response to these guidelines, the U.S. Office of Education initiated eleven new projects in fiscal year 1975. Abstracts for these projects may be found in this booklet by locating State and Project Numbers: California 502A950002; California 502A950014; California 502A950015; Massachusetts 502A150002D; Michigan 502A550010; New Hampshire 502A150001D; New Jersey 502A25001; New York 502A25002; Vermont 502A150003D; Trust Territory 502A950004; and Virgin Islands 502A250003.

Concurrently with Vocational Education's focus on the development of the 15 career clusters in 1971, the then National Center for Educational Research and Development (later to become the National Institute of Education) had initiated a developmental activity entitled "The Employer-Based Model for Career Education." Finally known more widely as "The Experience-Based Career Education Program," this activity was brought to full fruition by the end of 1975 and was ready for broad implementation across the country with the use of funding made available to the Department of Health, Education, and Welfare in fiscal year 1976.

The Experience-Based Career Education (EBCE) Program, like the earlier cluster development activity of the U. S. Office of Education, focused on the secondary level. It had been developed by the National Institute of Education and four regional educational laboratories to help bridge the gap between the classroom and the community.

The EBCE Program combined learning activities outside and within the school into a balanced, comprehensive, and individualized program for high school students. Under its auspices, the community was analyzed for its potential as a learning resource and student learning experiences in the community were then carefully planned, supervised and evaluated. While students learned subject matter normally studied in the classroom, they learned through the practical application of academic disciplines in the workaday world. they explored important new dimensions about themselves and potential careers and they learned how to make more informed career decisions, as well, through their community-based learning activities.

With an already determined focus on the secondary level, the Vocational Exemplary Program was a natural mechanism for spreading the Experience-Based Career Education concept more broadly across the country. It would also help to establish a precedent by which future educational research and development results of the National Institute of Education could be moved, through U.S. Office of Education programs, into broader usage across the country.

Consequently, it was decided that the Vocational Exemplary Program would, in fiscal year 1976, establish a priority on either the replication of the Experience-Based Career Education Program or on the use of its methods and strategies to improve ongoing career and vocational education programs. Three priorities were established against which potential applicants would develop their proposals.

The first priority was for the replication of the EBCE Program. While it would not permit the young person involved to serve an actual productive role in the community, it would permit the young person to become almost totally immersed in <u>learning about</u> the environment in which the work role is carried out. The non-paid work experience characteristics and the rotational characteristics of the Experience-Based Career Education Program made it highly appropriate for young people who had not reached a career decision and who needed a broader environment than the traditional classroom in which to pursue both educational endeavors and career exploration endeavors.

The February 24, 1976 issue of the Federal Register with respect this priority area read:

> Program Priority Area 1. Demonstration of the National Institute of Education's (NIE's) Experience-Based Career Education Program. The National Institute of Education's Experience-Based Career Education Program is Characterized by the following significant elements:
>
> (1) It represents a comprehensive alternative to regular high school, offering courses which either fulfill or supplement all requirements for graduation;
>
> (2) It is experientially oriented in that students are permitted to perform non-paid work tasks as well as to observe adults in their work environment. It entails the opportunity for exposure to more than one community site, and requires learning more than one type of work-related skill. The activities in the work place are organized to yield academic, career, and interpersonal skills as well as occupational skills; and
>
> (3) It possesses an organizational structure made up of school and community representatives whose sole purpose is to render advisory, policy-making, or operational assistance to the program....

In addition to addressing the replication of the above features of the Experience-Based Career Education Program, applicants were directed to address:

> (c) Required program features. ...applicants should include in the single operational setting defined for the project all of the following three program features:
>
> (1) A systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements into the activities undertaken with respect to the demonstration project;
>
> (2) A third-party, objective evaluation, the design of which should attempt to measure student outcomes against the stated objectives of the project as well as gather such process and treatment information as will show reason why the project was or was not successful in achieving the desired outcomes for the designated population of student participants; and

(3) A strong emphasis on sex-fair guidance, counseling, placement, and follow-up services.

In response to these guidelines, the U. S. Office of Education initiated 32 new projects late in fiscal year 1976 and early in fiscal year 1977. Abstracts for the projects funded under this priority area may be found in this booklet by locating State and Project Numbers:

Alabama	502AH60066	Connecticut	502AH60012
D. C.	502AH60087	Delaware	502AH60038
Georgia	502AH60016	Hawaii	502AH60019
Idaho	502AH60060	Illinois	502AH60022
Iowa	502AH60021	Kansas	502AH60070
Kentucky	502AH60002	Louisiana	502AH60047
Maine	502AH60100	Maryland	502AH60039
Michigan	502AH60004	Michigan	502AH60030
Missouri	502AH60005	Nebraska	502AH60118
Nevada	502AH60040	New Mexico	502AH60090
Ohio	502AH60013	Oregon	502AH60076
Pennsylvania	502AH60025	Pennsylvania	502AH60077
So. Carolina	502AH60050	Texas	502AH60020
Utah	502AH60105	Virginia	502AH60017
W. Virginia	502AH60119	Wisconsin	502AH60042
Wyoming	502AH60063		

The second priority was designed to permit a combination of in-school learning experiences about the broader community environment and the option for young people to cycle out into that environment for short periods of time for either exploration or training opportunities. This priority area required applicants to further develop and demonstrate certain aspects of the Experience-Based Career Education Program in concert with an in-school cluster structure designed for occupational exploration and initial job preparation. In this instance, the activities of young people would be split between the cluster activities within the school and the exploration and training (experience-based) activities in the broader community. The young people enrolled in or identified with the cluster (both academically-oriented students and vocationally-oriented students) would, in addition to the in-school cluster work, be permitted to engage in exploration activities in the community until tentative career decisions were reached. At this point they would add to their cluster experience either enrollment in an appropriate vocational program, enrollment in a cooperative vocational education program, or they would be provided an individually-prescribed learning program (within or outside the school) designed to provide them with a higher level of preparation for their chosen career.

When the young people reached a career decision and settled into a single community site for training, staying there long enough to establish an employee-employer relationship or to become productive in the eyes of the law, then it is assumed that pay by the trainer/employer would be commenced.

The February 24, 1976 issue of the FEDERAL REGISTER, with respect to the second priority area, read:

> Program Priority Area 2. The further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education Program in conjunction with an in-school cluster structure designed for occupational exploration and initial job preparation. The cluster structure selected should be characterized by:
>
> (1) Delivery of skills and knowledges which are common to many occupations;
>
> (2) Provision of an obvious ladder of jobs from the skilled through the professional levels;
>
> (3) Provision of appropriate linkages, such as linkages for determining instructional content and for arranging placement, between the instructional program and the related units of business, industry, the professions, and government;
>
> (4) Provision for each person leaving the cluster program to have an entry-level job skill, thereby permitting its participants to exercise the option of either getting a job or pursuing further education.
>
> Aspects of the National Institute of Education's Experience-Based Career Education Program which appear particularly promising for implementation in conjunction with an in-school cluster structure are, among others, the learning site analysis techniques, the student learning packages with behaviorally-stated objectives, and the employer recruitment and orientation process....

Applicants under the second priority area were also directed to address the three required program features described under the first priority.

In response to this priority area, the U. S. Office of Education initiated 12 projects late in fiscal year 1976 and early in fiscal year 1977. Abstracts for the projects funded under Priority Area II may be found in this booklet by locating State and Project Numbers:

Alabama	502AH60068	Alaska	502AH60088
Arizona	502AH60104	Arkansas	502AH60094
Indiana	502AH60048	Missouri	502AH60026
Nebraska	502AH60058	North Dakota	502AH60069
Rhode Island	502AH60027	South Dakota	502AH60061
Washington	502AH60110	Washington	502AH60086

The third priority area, as with the second, combined both in-school and out-of-school learning opportunities with the exception that young people in these projects might, during a good part of their time, become full participants in a productive work environment. It was anticipated that young people participating in a cooperative vocational education aspect of this priority area would be ready, upon completion, to participate as full adults in a satisfying productive work environment.

It was anticipated that applicants to this priority area would use products of the Experience-Based Career Education Program to expand, improve, or to develop new cooperative vocational education and work experience programs. The February 24, 1976 issue of the Federal Register, with respect to the third priority area, read:

> Program Priority Area 3. The further development and demonstration of the instructional strategies, methods, and techniques of the Experience-Based Career Education Program in expanded, improve newly-developed cooperative vocational education and work experience programs, excluding Work Study Programs funded under Part H of the Vocational Education Act,
>
> Aspects of the Experience-Based Career Education Program which appear particularly promising for expanding and improving cooperative vocational education programs and work experience programs are, among others, the learning site analysis techniques, the student learning packages with behaviorally stated objectives, and the employer recruitment and orientation process....

As with the first two priority areas, applicants under the third priority were directed to address the three required program features described under the first priority.

In response to the third priority area, the U. S. Office of Education initiated eight projects late in fiscal year 1976 and early in fiscal year 1977. Abstracts for the projects funded under this priority area may be found in this booklet by locating State and Project Numbers:

Colorado	502AH60067	Indiana	502AH60001
Mississippi	502AH60059	Montana	502AH60053
Oklahoma	502AH60010	Tennessee	502AH60103
American Samoa	502AH60111	Guam	502AH60089

In summary, if the projects abstracted in this booklet are as successful as we believe they will be, then we will have demonstrated some new concepts in career and vocational education; and, in the process of demonstrating, we will have learned more than we knew before about:

Strategies for moving educational innovation from its developers in the National Institute of Education over to its implementers in the U. S. Office of Education;

New ways in which to expand opportunities for young people to explore and to prepare for the world of work without the traditional constraints imposed upon them by reason of their sex;

The identification and engineering of community resources for career exploration, for career preparation, and for the delivery of academic skills in an applied environment;

Developing community learning environments within the constraints of the Fair Labor Standards Act and the Occupational Safety and Health Act;

The protection of young people and community resource people through new commercial insurance policies and new kinds of State legislation on "workmen's compensation" when they form alliances for the academic benefit of young learners;

The training of business, industrial, and government people to work with learners toward measurable outcomes, and to work within the structure of "competency-based instruction" and, finally,

The measurement of actual "world of work" activities against educational and academic standards in such a fashion as to warrant and justify rewarding those activities with high school and college credit.

Joyce Cook
Part D Program Coordinator

FOR MORE INFORMATION ABOUT EXPERIENCE-BASED CAREER EDUCATION...

All four regional educational laboratories on whose previous work the Part D EBCE projects were based can provide information on current EBCE activities and practices across the country as well as on the services and materials developed to support local program implementation. The laboratories offer workshops on EBCE, including slide-tape presentations, comparisons of the four approaches and their applications at various locations across the country, and discussions of evaluation methods, staff training, and materials.

For more information write or call

Rex Hagans
Northwest Regional Educational Laboratory
710 SW Second Avenue
Portland, OR 97204
(503) 248-6893

Harold Henderson
Appalachia Educational Laboratory
Box 1348
1031 Quarrier Street
Charleston, WV 25325
(304) 344-8371

Robert Peterson
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3125

Michaelita Quinn
Research for Better Schools
1700 Market Street, Suite 700
Philadelphia, PA 19103
(215) 561-4100

For further information on the other developmental activities of the National Institute of Education which are designed to bring the worlds of work and education closer together, write

David Hampson or
Ronald Bucknam
Education and Work
National Institute of Education
1200-19th Street NW
Washington, D. C. 20208

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STATE AND PROJECT NUMBER:	Alabama 502AH60066
TITLE OF PROJECT:	A Proposal for the Implementation of Experience-Based Career Education Program
PROGRAM DIRECTOR:	Wayne Pope Conecuh County Board of Education P.O. Box 150 Evergreen, AL 36401
APPLICANT ORGANIZATION:	Conecuh County EBCE P.O. Box 388 Evergreen, AL 36401
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$426,039
DURATION:	September 28, 1976 through September 27, 1979

Site Information:

The school district involved is Conecuh County. Conecuh County Continues to be one of the twelve poorest counties in the United States based on per capita income figures released by the U.S. Government. It is located in South Central Alabama and has a current population of about 15,000, with less than 15% in small towns. The population of Conecuh County is about 56% white and 44% black. A large percentage of the County is self-employed in the following areas: pulpwood farming, livestock, agri-business and natural resources, business and office occupations, construction, manufacturing, and marketing and distribution. A major occupational area in Conecuh County is in the field of forest products.

The first program year will include two area high schools. The level of participating students will be grades eleven and twelve, while the second and third program years will include four area high schools. The EBCE program is designed to accomodate twenty-five students during the first program year and sixty students the second and third program years. Since the percentage of minority students is almost equivalent to that of the majority, the EBCE program will be delivered to both groups without any difficulty. EBCE project students will represent all socio-economic groups in the County.

Description of the Program:

I. Administrative Structure

The Conecuh County Board of Education will have ultimate responsibility for

This project and for its implementation, evaluation, and diffusion in the participating schools. The project director is also the Superintendent of Education for the County. Staff from the Northwest Regional Educational Laboratory will provide technical assistance or consultative services to the EBCE staff members. The EBCE project staff will be responsible for implementation, evaluation, and demonstration of the EBCE program to the community sites involved. The EBCE project staff is responsible for overall project coordination among the high school sites and third-party evaluation, preparation of interim and final reports, development of published communication at all levels, and coordination of consultant services from the educational laboratory for the local schools.

A working relationship will be maintained by the staff with the State Coordinator for Career Education.

II. Program Design

The Conecuh County EBCE program is designed to implement, evaluate, and diffuse a comprehensive program within the Conecuh County School System. The concerns of the staff will be to:

1. Award academic credit to students who successfully complete the EBCE program.

2. Provide student safeguards needed for EBCE program implementation; i.e. insurance, transportation, etc.

III. Program Components

The Experience-Based Career Education Program--The Northwest Regional Education Laboratory's model meets the needs of the Conecuh County District. A centrally located school will serve as the learning center to receive students from the area high schools. All participating students are required to use career information resources to fulfill program requirements. The student will engage in three career explorations during the first year and five career explorations during the second and third years. Career explorations involve three to five days of observation on job sites in which a student fills out an exploration guide. The exploration gives the student the opportunity to be exposed to different job sites in the community. After the exploration the student will spend 10 to 13 weeks on a learning level at a community site. On this learning level the student will complete project related activities. The student will complete five projects in the first year and ten in the second and third years. The projects will be assigned from the five life skills areas: Functional Citizenship, Personal/Social Development, Creative Development, Science and Critical Thinking. A student will generally spend 10 hours a week on site activities.

Students who enroll in this program will earn a total of five Carnegie Units. Two units will be earned at the parent high school and three Carnegie Units will be earned from the EBCE program.

Alabama

All students will be required to complete 13 competencies over the two years in the program. These competencies are "survival skills" for this particular area. If a student is in the program only one year he will still be required to complete all 13 competencies.

Elimination of Sex Bias and Sex-Role Stereotyping--A four step plan has been designed by the Conecuh County EBCE program for the elimination of sex bias and sex-role stereotyping: (1) In the development of the curriculum, job site selection, evaluation, instruments, and other aspects of the EBCE program, any terminology, attitudes, or other indicators of sex bias will be completely eliminated. (2) Job site placement will be made on the basis of individual student preference, staff/student/employer concurrance, and individual strengths and weaknesses of the individual student without regard to sex of the individual. (3) In-service training will be provided for employers and community representatives to assure that students are provided with an adequate opportunity for participation in all occupational fields and that employers are aware of the need to eliminate counter-productive sex-role stereotypes. (4) Group counseling sessions with students will provide guidance in sex-fair site selection and subsequent site placements.

Third-Party Evaluation--Dr. Joe Shively of the Appalachia Educational Laboratory, Incorporated, will function as the third-party evaluator of the Conecuh County EBCE program. The evaluation plan to be used will be based on assembly of instrumentation, assessment of the status of the program, and measurement of student outcomes. The third-party evaluation and data analysis plan presents the specific techniques and analytical procedures to be used in collectively treating the data collected during the implementation and operation of the EBCE program (Northwest Regional Educational Laboratory model) in Conecuh County.

Sex-Fair Guidance, Counseling, Placement and Follow-up Services--Student process and outcome objectives will be formulated by guidance personnel. The staff of EBCE will help to resolve sex bias through counseling and placement of students. Examples of such objectives are: (1) The student will be actively involved in the listing of jobs in generally stereotyped categories for males, females, and either males or females. (2) Students will be counseled in terms of the sex-fair placement and subsequent activities in these stereotypical situations. (3) Students will be required through counseling procedures to discuss their findings at the sites and determine subsequent follow-up activities which relate to the elimination of sex-role stereotyping.

Safeguards With Respect to Work-Related Activities of Participating Students--Students in the EBCE program will be covered by regular student accident and medical insurance. The student will have coverage both during school hours, while at employer sites, and while traveling to and from school and/or employer sites. Students will not remain at any one site long enough to become productive. The student will rotate jobs in order to gain career exposure.

STATE AND PROJECT NUMBER:	Alabama 502AH60068
TITLE OF PROJECT:	Further Development and Demonstration of the Instructional Strategies, Methods, and Techniques of the National Institute of Education's Experience - Based Career Education Program in Conjunction with an in-school cluster structure designed for occupational exploration and initial job preparation. (RBS Model)
PROJECT DIRECTOR:	Mr. Alton L. Harvey Division of Curriculum and Instruction Board of School Commissioners of Mobile County 504 Government Street Mobile, Alabama 36601
APPLICANT ORGANIZATION:	Board of School Commissioners of Mobile County
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$426,000
DURATION:	December 1, 1976 Through November 30, 1979

Site Information:

The school district involved is the Mobile County Public School System with EBCE implementation at Murphy High School, 100 South Carlen Street, Mobile, Alabama.

Mobile, a thriving, progressive metropolitan area, is recognized as the economic capital of the "Greater Gulf State" comprised of Southeast Mississippi, Northwest Florida, and South Alabama. Mobile's diversified industry includes shipbuilding, chemicals, paper and paper products, cement, roofing, paints, alumina, oil, and aircraft engines and metals.

Murphy High School serves 2682 students, 1324 males and 1358 females in grades 9-12. The total school population includes 1179 black students, 1486 white students and 17 Hispanic, Asian, and Indian students of which 22.97%, are disadvantaged. The project will serve 50 students during the first year with subsequent expansion serving 300 students by the end of the third year.

Alabama

Description of the Program:

I. Administrative Structure

The project director reports to the Assistant Superintendent in Charge of Curriculum and Instruction and is responsible for implementation, evaluation, and demonstration of the EBCE program. The project director is also responsible for overall project coordination, preparation of interim and final reports, development of communication, and coordination of consultant services.

II. Program Design

This program will implement, evaluate, and diffuse a comprehensive EBCE program designed for the further development and demonstration of the instructional strategies, methods, and techniques of the National Institute of Education's Experience-Based Career Education program in conjunction with an in-school cluster program.

During the funding period three instructional components will be phased in and developed: Career development, career guidance, and the academic resource center. The delivery of educational services through those components will provide basic elements of career education for students and the operation of those components will provide school and community participants with a knowledge and experience base from which to build commitment and capabilities for continuing development efforts.

USOE's clustering system will be used to structure exploration and specialization learning activities with business and office, communication and media, health services, manufacturing, public service, and transportation clusters being developed during the first year. Exploration and specialization learning activities will be developed in the remaining clusters during the second and third years.

The Mobile County Public School System will:

1. Award academic credit for the successful completion of the prescribed learning activities.

2. Provide transportation and insurance for participants.

3. Comply with federal and state child labor laws and regulations in designing EBCE learning activities.

III. Program Components

The Experience-Based Career Education Program--The use of experience-based learning activities in conjunction with an in-school occupational cluster program will be employed to deliver educational services. The Research for Better Schools model meets the needs of Mobile County students and will be implemented. The model requires students to participate in three basic components: career development, career guidance, and the academic resource center. Career development learning activities provide for the improvement of student career development through experiential learning activities throughout the community; career guidance learning activities provide for the improvement of student career development through guidance instruction which assists students in acquiring the knowledge and skills needed to assess and relate their experiences in and outside the school; and the academic resource center learning activities provide for the improvement of student career development through a program of individualized instruction in English and mathematics emphasizing student self-direction and performance criteria.

Elimination of Sex Bias and Sex-Role Stereotyping--The implementation process requires the elimination of nonproductive influences of sex bias and sex-role stereotyping through:

1. Training sessions for the EBCE staff aimed at creating awareness of special needs of all students.

2. Use of instructional material which will encourage the selection of a career without regard to pressure to conform to traditional sex-role stereotypes.

3. Process objectives which have been developed requiring guidance personnel to resolve sex bias in counseling, placement, and follow-up activities.

4. Use of resource persons who are employed in nontraditional professions such as male nurses, telephone linewomen, etc.

5. Inservice training for community training site personnel to insure that they disregard traditional work roles for men and women.

Third-Party Evaluation--The third-party evaluator will provide both process and product evaluation. The process evaluation will be based upon two components--the management component and the instructional component. This will allow comparisons of the project activities installed and the

instructional processes implemented with the proposed plan. The product evaluation based on standard research procedures will be utilized to measure the level of success of the students served by the project. An experimental (E_1,E_2,E_3) group and a control (C_1,C_2,C_3) group will be established.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Service--These services are required by process and product objectives. The achievement of these objectives requires EBCE project personnel to:

1. Employ sex-fair instructional material in all learning activities.

2. Schedule resource persons employed in non-traditional work roles.

3. Disregard traditional work roles in the assignment of students for exploration and specialization learning activities within the various cluster areas.

Safeguards With Respect to Work-Related Activities of Participating Students--Students will be provided with accident and medical insurance covering all EBCE activities including travel. Students will rotate between various learning sites to provide maximum exposure within the various cluster areas and to prevent gainful activities. Employee-employer relationships will not be established.

IV. Unique Feature

The implementation, evaluation, and diffusion of the EBCE program is a collaborative effort involving the community and Mobile County Public Schools in an unprecedented relationship in the delivery of educational services to local school students designed specifically for the meeting of individual student needs.

STATE AND PROJECT NUMBER:	Alaska 502AH60088
TITLE OF PROJECT:	Cordova, Alaska Occupational Career/Experience Project
PROJECT DIRECTOR:	S.D. Hedge, Jr. Cordova Public Schools P.O. Box 140 Cordova, Alaska 99574
APPLICANT ORGANIZATION:	Cordova Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$275,946
DURATION:	September 13, 1976 through September 12, 1979

Site Information:

The Cordova Public Schools in Alaska serves a community of approximately 3,000. There are 103 students in the 7th and 8th grade junior high school. Cordova is a unique community. It is semi-isolated in that it has commercial airline service daily (Alaska Airlines) and is served by the Marine Highway Ferry M/V Bartlett twice weekly. Cordova's only industry is fishing. However, supportive businesses are flourishing, with plans for expansion.

Cordova has a large Alaskan native population. In the 7th and 8th grade junior high program this amounts to 29%. Other races amount to: black - .97%; Spanish-American - 3.9%; Oriental - 1.9%; and white - 64%.

Student selection, which will be completed by the end of February, will be representative of the total 7th and 8th grade junior high program. Student selection will be based upon a composition of academic ability, physical ability, income, sex, age, and interest.

Description of the Program:

I. Administrative Structure

The project director who is the Director of Vocational Education and Career Education, reports directly to the Superintendent of Schools. Consultative services will be provided by the State Coordinator of Career Education. The project director is responsible for providing assistance for implementation, evaluation, and demonstration of the CCE program. The project director is responsible for coordination of the overall plan and preparation of necessary correspondence and reports. Also he acts as a liaison between community site instructors, student learners, parents, the program developer,

teachers, and other concerned persons. Possible new duties will take shape as the program builds.

The Cordova Career Education program will open with twenty students. During the next two school years 40 students will participate in the Cordova Career Education program. Student selection will again be based on a composite of the total 7th and 8th grade junior high class.

II. Program Design

This program is designed to implement, evaluate, and diffuse, in a unique venture, a comprehensive career exploration program. The major intent of the project is three-fold: (1) to provide the learners with occupational experiences so that they have a working knowledge of technologies which do not presently exist in Cordova; (2) increase their awareness of the rapidly advancing technologies which are about to impact upon Cordova; and (3) increase their basic skill level in one or more occupations. In order to reach this intent this project will integrate career exploration experiences and the academic disciplines into highly developed individual occupational exploration learning packages and recruit and orient resource persons to assist learners in integrated occupational experiences and skill development.

There are three primary means of occupational exploration which will be used in the Cordova Project: (1) general cluster exploration; (2) individual and/or group explorations of occupations; and (3) academic improvement through occupational exploration and skill development.

During the first semester of student participation a maximum of 20 learners will be selected, using criteria which will help identify those who will benefit most from the project. Each selected learner, her/his parents, and the project personnel will discuss and identify a cluster in which the individual learner possesses the most interest and abilities. Following this the Learning Resource Manager and the project director will investigate the availability of resources to enhance the learners' experiences. The learner, Learning Resource Manager, and the appointed classroom teacher will establish those objectives, activities, and outcomes which would best benefit the learner. Those individual learners selected will also participate in orientation sessions along with community resource people from the onset of the project.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction with an In-School Occupational Cluster Program---It is the aim of the Cordova Project to adapt procedures and instruments developed by the Northwest Regional Education Laboratory for establishing and utilizing job and learning sites.

The Cordova Project staff will utilize site analysis techniques and continue with the successful recruitment processes established by the Vocational Education Department to enlist employer participation in the cooperative program. The Northwest Regional Education Laboratory will provide employer orientation and in-service training sessions, and long range assistance in this aspect of the project.

The project will emphasize individualization. A learner's individual learning plan will encompass counseling, cluster exploration, and learning site investigation. Such plans will also contain behaviorally stated objectives. These cluster learning plans provide for acquisition of skills and knowledge which are common to many occupations within a cluster.

The learners will eventually be exposed to a wide array of occupations. Such exposure will include exploration of jobs at all levels. This exploration shall be geared to no less than five occupational clusters and no more than ten for the initial implementation year. The clusters selected during the first year by the advisory board and staff will be applicable to the occupations in the Cordova area.

Each cluster will include an obvious ladder of occupations starting with minimal skill jobs and progressing through the technical and professional levels. The learners will explore those basic skills which are required by all occupations within the cluster. This exploration will enable the learners to investigate and have the opportunity to acquire some entry level skills. Continued exposure through future years of the project will enable the learners to exercise the option of entering the labor market upon graduation or pursuing further education.

Each cluster studied will be related with either academic and/or vocational programs. This linkage will provide for further reinforcement of knowledge needed to succeed in the world of work. The linkages will also reinforce skill development in various occupational areas. Placement of learners in exploration activities will correlate with the learner's academic areas of occupational investigation and/or investigation on industries and occupations which are rapidly approaching the Cordova area e.g. off-shore oil, natural gas pipeline, recreational, and service industries.

It is expected that increased career awareness through the cluster approach will allow for more knowledgable selection of high school vocational courses. Learners desiring vocational training not available in the high school program at Cordova will be counseled to apply for State-sponsored occupational experience programs.

Elimination of Sex Bias and Sex-Role Stereotyping--In developing the career exploration program, a major concern will be the elimination of sex bias and sex-role stereotyping. The following procedures will be

integrated into the program to meet this concern: (1) the resource specialist, program director, program developer, and advisory committee will review all materials to be used to insure the absence of sex bias and sex stereotyping in language and content; (2) the career exploration program will be open to all students regardless of sex; (3) counseling of the students will emphasize entry options in nontraditional careers to overcome previous sex bias; (4) through the use of community resource people and selected educational materials, students will become aware of and be in contact with people who are employed in nontraditional work roles within the community and elsewhere in Alaska and the "lower 48"; (5) contact will be made with the Alaska General Assistance Center (Title IX, Civil Rights Act) for teacher training and resource materials concerning the elimination of sex bias.

Third-Party Evaluation---The Bureau of Schools and Scientific Research at the University of Washington is the evaluator. BSSR will select appropriate current instruments or assemble a new instrument for use in testing; assess the instrument as used by the program; and measure student outcome. It is expected that the third-party evaluator will visit the Cordova Plan as necessary to cover the above specifications with a report to be issued within two weeks following each visit.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services---Student process and outcome objectives will be formulated by school guidance personnel and advisory committee personnel to help resolve sex bias in counseling, placement, and follow-up. Examples of such objectives are:

(1) The student will be actively involved in observing, on videotape, jobs in generally stereotyped categories for male and female.

(2) The student will be actively involved in the listing of jobs in generally stereotyped categories and jobs which are not in stereotyped categories.

(3) The student will compare objectives (1) and (2) and write out his/her findings.

Safeguards With Respect to Work-Related Activities of Participating Students--The Cordova Project personnel will draft, jointly with the employers, the school district's attorney, and its insurance agent, an indemnity covenant to fit the project.

Extreme care will be taken to see that the learner's safety on and off the exploration site is assured. The learners participating in the Cordova Project will be transported to and from the job sites in a leased van. The van will be driven by a competent, qualified, and properly

licensed driver. The school district will carry adequate medical and liability coverage on the learners and van, with additional collision coverage on the van. An indemnity agreement between the community site trainer and the school district will be drawn up also.

STATE AND PROJECT NUMBER:	Arizona 502AH60104
TITLE OF PROJECT:	Tucson EBCE Project
PROJECT DIRECTOR:	George D. Hunt Tucson Public School District #1 P.O. Box 4040 Tucson, AZ 85717
APPLICANT ORGANIZATION:	Tucson Public School District #1
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$376,000
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The school district involved in this project is the Tucson Public School District, which is the largest district in Arizona. It has a total school enrollment of approximately 63,000 students in kindergarten through grade 12. Approximately a third of the students are Mexican-American, Indian, black, or Asian-American. Students selected to participate will come from nine comprehensive high schools throughout the district and from the parochial high school. Tucson is a major center for shipping, agriculture, astronomy, education, finance, and the military. In addition, stock-raising, film production, and mining play a significant role in the economy.

Description of the Program:

I. Administrative Structure

The project director is the Director of the new high school. He reports to the Superintendent and Director of Career and Occupational Education.

II. Program Design

The project has been designed to meet the career development needs of Tucson's high school students by (1) providing for the direct involvement of approximately 300 juniors and seniors by operating a career education center for them, and (2) providing indirect career education services to the district's remaining high school students by serving as a career education laboratory for the nine high schools. The project will integrate elements of the Northwest Regional Educational Laboratory's EBCE model with an in-school

cluster-based instructional program. It will be an integral part of a new Special Projects High School that will be operational in 1976-77, enrolling juniors and seniors on either a part-time, class-by-class basis, or on a full-time basis. During the first year, the project will concentrate on staff training, program component development, and pilot testing. Approximately 30 students will participate in the EBCE component. In the second year, follow-up will begin for those students who have graduated and dissemination to other schools in the district will be started. The third year will bring out-of-district dissemination efforts and the validation of program processes. By the third year, the program will be expanded to serve all of the school's students.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program -- Instructional activities for individual students will range from the conventional high school class to independent study. All classes, seminars, and independent study projects will be designed to acquaint the students with career clusters. The program will adapt aspects of the Northwest Regional Educational Laboratory's Experience-Based Career Education model, especially student projects which incorporate learning levels, skill building levels, and life competencies. Student learning plans will be developed by the students in negotiation with EBCE teachers, insuring that students meet graduation requirements as they develop their objectives for community activities. Students will be required to complete at least four nine-week explorations. They will visit the learning sites two or three times per week. When a tentative career choice is identified, the student will be encouraged to do a more indepth exploration and acquire basic entry-level skills. Placement in the appropriate cooperative education program will be arranged where appropriate.

Elimination of Sex Bias and Sex-Role Stereotyping -- Inservice training will be provided for all program staff in the elimination of sex-role stereotyping in instructional and career guidance activities and materials. Sex-fair instructional materials and resource speakers who fill nontraditional work roles will be used to assure that students are exposed to nontraditional career options.

Third-Party Evaluation -- The third-party evaluator will provide both process and product evaluation. Three student populations will participate in the evaluation:

(1) Students enrolled full-time at the Special Projects High School who participate in EBCE component activities and who receive cluster-based instruction.

(2) Students enrolled part-time at the Special Projects High School who receive cluster-based instruction but who do not participate in EBCE activities.

(3) Students enrolled in the school district's other high schools who are not exposed to either cluster-based instruction or EBCE activities.

Program students and comparison group students will be tested on a pre- and post- basis. Test instruments will be comprised of a combination of appropriate validated commercial instruments, NWREL instruments, and locally developed instruments.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- In-service training will be provided for program staff to insure sex-fairness in guidance and counseling. The overall process of advising students in the preparation of their individual learning plans and the making of tentative career choices without regard to the limitations of traditional practice will be pursued and will be observed by the evaluator. Each student who leaves the program will be assisted in entering the job market or in securing admission to a postsecondary education program. All students leaving the program will be followed up at regular intervals to determine their progress in comparison with graduates from other programs.

Safeguards With Respect to Work-Related Activities of Participating Students -- Students' safety while at work sites will be safeguarded by insuring that the students' activities do not violate the child labor provisions of the Fair Labor Standards Act and the work sites meet the provisions of the Occupational Safety and Health Act. Insurance will be purchased to protect all of the students in the program.

STATE AND PROJECT NUMBER:	Arkansas 502AH60094
TITLE OF PROJECT:	A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation
PROJECT DIRECTOR:	Mr. Jim Dasher Arkansas Department of Education Division of Vocational, Technical, and Adult Education Arch Ford Building Little Rock, Arkansas 72201
APPLICANT ORGANIZATION:	Arkansas Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$384,119
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The three participating high schools are Batesville, Searcy, and Heber Springs. These districts form a triangle with each school approximately 40 miles from the other two. The district is some 50 miles from Little Rock, the State capital. The schools are located in relatively small towns which are surrounded by productive farm land and forests. Agriculture, light manufacturing, tourism, and forestry form the backbone of the economy. The population of the area is made up almost exclusively of people of Anglo-Saxon descent.

Description of the Program:

I. Administrative Structure

The Division of Vocational, Technical, and Adult Education in the Arkansas Department of Education is the grantee; however, much of the administrative authority has been delegated to the Foothills Vocational Technical School which is an extension of the Arkansas Division of Vocational, Technical, and Adult Education. The Foothills School has a local project director who provides much of the leadership and direction for the project and coordinates activities between the three secondary schools whose students participate in the program. The Foothills director also works with the Director of the Gateway Vocational Technical School at Batesville in matters of coordination and postsecondary support.

Each of the three participating secondary schools have a high degree of local autonomy in operation of programs in their respective school districts; they hire staffs and conduct programs. The local project director employed by the Foothills School provides leadership and direction to the project and coordinates activities among the schools, such as in-service training, utilization of the career awareness lab, and similar matters.

Since the grantee plans to incorporate successful elements of other State career education projects, close coordination with career education personnel throughout the State will occur. The overall project director reports to the State Director of Vocational Education.

II. Program Design

The following are goals set for the project:

1. To institute a team approach to develop and implement an in-school cluster structure designed for occupational exploration and initial job preparation.

2. To further develop and implement the instructional strategies methods and techniques of the Experience-Based Career Education Programs in site analysis techniques, employer orientation and recruitment techniques, and individual student learning plans with behaviorally stated objectives.

3. To develop and implement the elimination of sex bias and sex-role stereotyping through curriculum and nontraditional job placement.

4. To develop and implement sex fair guidance, counseling, placement, and follow-up services.

The program is closely integrated with State-supported career education projects, the State Plan for Vocational Education, and the General Cooperative Education Program. Students enrolled in non-profit private schools in the area will be invited to participate. It is anticipated that, at the end of the first year, 200 students will have completed 35 hours of instruction in the Career Awareness Laboratory. By the end of the second year, 300 additional students should have completed 35 hours in the Career Awareness Laboratory. And by the end of the third year, an additional 450 students should have finished.

III. Program Components

<u>The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program</u> -- This project will incorporate

techniques and strategies developed for the Northwest Regional Educational Laboratory model of EBCE. Each school will offer Career Orientation and Career Exploration courses which are built around the 15 OE-recognized occupational clusters. Extensive use will be made of a portable Career Awareness Lab in these two courses which are offered primarily in the 8th and 9th grades. Students in the higher grades will participate in the cooperative education phase of the program where initial job preparation skills are developed or where career decisions involving further study are made. These upper grade students will attend school one-half day during which they study job related skills and necessary academic subjects. The other half day will be spent on the job in cooperative education, learning practical skills in occupations they have selected for special study.

Elimination of Sex Bias and Sex-Role Stereotyping -- The issues of sex bias and sex-role stereotyping will be addressed in several ways. A committee will continuously evaluate curriculum. Workshops will be offered to participating teachers and community members. Mini-courses and seminars will be provided for students. Learning sites will be recruited which have women and men functioning in nontraditional, non-stereotyped roles. Students will be able to conduct projects in the community on nontraditional occupations. And activities will be developed for the career exploration package that help students identify and analyze instances of sex bias and role stereotyping in career areas. Various women's organizations will be asked to provide guidance, advice on selection of materials, and role models for students.

Third-Party Evaluation -- The third party evaluator will develop a detailed evaluation plan to address the performance-based objectives of the project. The evaluation design will be based upon the principals outlined in the Development Associates Handbook, "Evaluation and Educational Decision Making: A Functional Guide to Evaluating Career Education."

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Throughout the project a counselor will conduct individual counseling sessions with participating students. The project teams will develop strategies for encouraging young people to pursue their interests beyond traditional patterns. The two participating postsecondary schools will establish career awareness laboratories for use by all students. These laboratories will allow students to explore three critical areas affecting career choice: emotions, abilities, and satisfaction. This will get students involved, examining both internal and external factors that affect needs, lifestyles, and values.

Safeguards With Respect to Work-Related Activities of Participating Students -- Insurance will be provided to cover the safety and well-being of young people while being transported as well as while actively involved in work-related activities in the community. All project activities will be designed and operated within the parameters of the Fair Labor Standards Act and the Occupational Safety and Health Act.

IV. Unique Features

1. Utilization of multiple financial resources to support EBCE.

2. Blend of EBCE with two State supported career education programs -- orientation and exploration.

3. Utilization of a portable career awareness lab in which all EBCE students are involved.

4. The cost effectiveness in the first year of operation with 400 students served at relatively low cost.

STATE AND PROJECT NUMBER:	California 502A950002
TITLE OF PROJECT:	Career Ladder Infusion Model Building
PROJECT DIRECTOR:	Dr. Ed Dundon District Superintendent Garden Grove Unified School District 10331 Stanford Avenue Garden Grove, California 92640
APPLICANT ORGANIZATION:	Garden Grove Unified School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$168,426
DURATION:	July 1975 through June 1978

Site Information:

The Garden Grove Unified School District is located in Orange County, the fastest growing county in the United States. Of the 25 square miles which comprise the school district, 17.3 square miles encompass the City of Garden Grove, with a substantial part of the remainder serving the northwest portion of the City of Santa Ana, which is predominantly Mexican-American, as well as several other communities.

The population of the school district is approximately 200,000. Some 51,000 students, grades K-12, are served at 72 schools. In addition, some 12,000 students are enrolled in the adult education program. Garden Grove is the largest Unified School District in Orange County. The targeted area, Pacific High School, is situated in the western-most portion of the school district.

Description of the Program:

I. Administrative Structure

Based on staff and community assessments, the Garden Grove Unified School District has utilized the limited available resources to devise and implement components to a career education program district wide. A summary of those accomplishments is as follows:

Adult Education program which currently serves over 12,000 students annually in programs of occupational training, basic and general education, which includes a full range of guidance services;

Expanded opportunities for high school students through campus-based career and vocational counseling and training, as well as entry-level skills training through a Regional Occupation Program, which are now serving over 5,400 students;

Career education components at each high school which include:

Career counselor and R.O.P counselor assigned to each of the seven high schools, in addition to the normal counseling staff;

Career Guidance Center operating at each of the seven high schools, with a full complement of materials (including V.I.E.W.), staffed by a full-time counselor;

A well-defined program of exploratory, general, and vocational work experience serving some 1,500 high school students;

Linkage to the world-of-work and business/industry through a Job Placement Office which is staffed from local effort to provide:

Industry-Education Liaison Officer

Three Job Placement Specialists

On-site, daily availability of the "Job Bank" (cooperative arrangement with California Employment Development Department)

Specific efforts in the vocational program on behalf of the disadvantaged or handicapped student.

The Garden Grove Unified School District has accomplished development and implementation of selected important elements of a career education program for grades 9-12.

II. Program Design

Building an Infusion Model (primary target population: secondary grades 10, 11, 12) is a critical needs project using the interdisciplinary approach to career education through the core subjects English, math, and social studies. Students selected based on their expressed need for career guidance on the PCS will also be in an expanded work experience program. Inservice will provide the staff with skills necessary to write curriculum units and activities correlated to the California "Goals for Career Education" and five USOE clusters. It is the intent of this project to increase the students' awareness of the various stages of career development, to enable them to see themselves in relationship to it, and to increase competency in the basic skills through performance-based curriculum.

III. Program Components

Major Objectives:

By May 1975 the number of participating students will show an improvement in mean grade pre-post test scores on the CTBS

By May 1976 all staff members will score 75% or above on a career education infusion competency test as a result of the district in-service program

By May 1976 at least five interdisciplinary career education units will have been written and field tested to the satisfaction of the advisory committee and evaluation team

By October 1, 1975, a school/community advisory committee will have been established and their role identified

By May 1976 the infusion model will have been evaluated jointly by students, staff, and the advisory committee, and data will be forwarded to the evaluation team for preparation of the year-end report

Activities to achieve objectives:

Select students, pre/post test, and schedule into project social studies, English, and math classes

Select staff, provide inservice prior to school opening and by released time

Establish school/community advisory committee and schedule meetings

Establish liaison with business and industry

Develop infusion materials with consultants' assistance, field test and evaluate them

Establish system for storage and retrieval of data for data analysis and for progress reporting

The evaluation design includes pre, interim, or post-testing with experimental and control groups using the PCS, CTBS, and district-developed tests. Product data will show student competency in English, math, and social studies, and process data will be derived from student logs of work experiences. The significance of difference in mean gains for project and comparison students will be tested (.05 level). Descriptive statistics will be used as appropriate for process data.

IV. Unique Features

Career Education concepts and skills will be infused into the existing curriculum. This will create a delivery system which will provide:

Career awareness, orientation, and job preparation throughout the entire spectrum of curriculum offerings.

This will be done in such a way that the 15 USOE clusters will eventually be related to each high school discipline, i.e. social science, English, mathematics, etc.

This proposed model takes into account existing elements of a total Career Education Program, as well as new elements. These existing elements are:

Vocational Education

Career counseling (including established Career Guidance Centers)

Work Experience

Job Placement Office

STATE AND PROJECT NUMBER:	California 502A950014
TITLE OF PROJECT:	Exemplary Career Education Program
PROJECT DIRECTOR:	Robert C. Otto Assistant Superintendent Planning, Data and Instructional Support Grossmont Union High School District P.O. Box 1043 La Mesa, California 92041
APPLICANT ORGANIZATION:	Grossmont Union High School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$504,366
DURATION:	July 1, 1975 through June 1978

Site Information:

Ten high schools, the Occupational Training Center, and several other specialized training facilities are located in the Grossmont Union High School District. Within the boundaries of the district are eight "feeder" school districts and one community college. The district has over 21,000 regular day students and more than 8,500 students enrolled in vocational preparation programs.

Description of the Program:

The district has been earnestly concerned with vocational education for many years. The largest Health Occupations Training Program in the county is run by the district; a viable Diesel Mechanics preparation program; one of 13 districts in the United States participating in the Federal Aviation Administration's "Project School Flight"; nationally recognized business preparation programs; and many, many more.

I. Program Design and Components

This application for the Part D funding would provide for two of the weaker areas in our career program: counseling and articulation. Counseling would enable students to:

A. Formulate a career preparation education plan. This plan would provide the student with a timetable or skill development programs, and eliminate duplication of courses.

B. Become aware of the numerous career opportunities available to him. For apparent reasons, students are many times "trapped" into options available to him at a particular facility (school). Counseling, as provided for in this project, would avail him of the programs not only in his school, but in the district, county, state, and nationally--both public and private/commercial.

II. Unique Features

Articulation is an old complication because our high school district is not legally associated with any of our feeder schools or the area community college. This project will provide the vehicle to see the initial steps we have taken (an articulation task force) through to completion.

Further, this program will fulfill the other criteria outlined by the project. We have an excellent capability of fulfilling the guidelines of the project because the district has at least made initial steps in all of the project areas. Now that the "ice is broken," this project will insure that the program is truly exemplary.

STATE AND PROJECT NUMBER:	California 502A950015
TITLE OF PROJECT:	Operational Model for Career Development and Vocational Preparation
PROJECT DIRECTOR:	Samuel L. Barrett State Director of Vocational Education 721 Capitol Mall Sacramento, California 95814
APPLICANT ORGANIZATION:	California State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$504,369
DURATION:	July 1975 through June 1978

Site Information:

Three units of the California State Department of Education and two California school districts propose to establish and operate a functioning consortium designed to develop two demonstration sites for model career development-vocational preparation systems and the concomitant competency-based staff development programs.

Description of the Program:

I. Administrative Structure

The three State Department units are the Vocational Education Support Unit, the Career Education Task Force, and the Pupil Personnel Services Unit. The two school districts are Fremont Unified School District in Alameda County and Huntington Beach Union High School District in Orange County. A particular strength of the effort is that the two school districts represent different organizational patterns, different populations, and different types of problems and strengths. Each has implemented a number of program components in the areas of career development and vocational preparation. Each plans a different approach to the implementation of this project, so that the efforts will complement each other. The final products will include two models instead of one, so that districts wishing to adopt/adapt a program can choose the one most appropriate for their situation and population.

California

II. Program Design

During the first year of the project, each LEA will prepare plans for evaluating and modifying, where needed, their career development-vocational preparation programs around the California Model of Career Development Curriculum and the State Plan for Vocational Education. Also, each LEA will develop and implement the first phase of a competency-based staff development program related to student and community needs (as determined by needs assessment) to current program components and to projected plans.

III. Program Components

Articulation with feeder elementary schools, junior high schools, and community colleges; coordination and cooperation with business and industry; and integration of already developed promising practices and programs will be central features of the programs. Internal and external evaluation will provide for quality control. The external evaluator(s), in addition to participating in the planning and structuring of each LEA's program, will be responsible for identifying or developing appropriate measurement instruments, for verifying that the timelines have been met and that the programs have been implemented with fidelity, and for preparing objective reports concerning effectiveness of each phase of the program. The LEAs will design and implement strong internal evaluation systems which will provide rapid feedback to decisionmakers and will facilitate dynamic restructuring of programs in progress in order to insure attainment of desired student outcomes. The external evaluator(s) will serve as consultants to the internal evaluation team. All activities will be evaluated in terms of student outcomes.

IV. Unique Feature

The intent of the project is to make available to all California school districts field-tested transportable models of career development-vocational preparation programs with strong competency-based staff development and evaluation components, which will raise students' occupational aspirations and opportunities and will bridge the gap between school and the world of work.

STATE AND PROJECT NUMBER:	Colorado 502AH60067
TITLE OF PROJECT:	Colorado Experience-Based Career Exploration Model 7-10
PROJECT DIRECTOR:	Jannice Cromwell State Board for Community Colleges and Occupational Education 207 State Services Building Denver, Colorado 80202
APPLICANT ORGANIZATION:	State Board for Community Colleges and Occupational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$426,000
DURATION:	September 1976 through September 1979

Site Information:

School districts involved are: Eagle County School District RE50, Holyoke School District RE-1J, Jefferson County School District R-1, and Rocky Ford School District R-2.

Eagle: Three Schools of this district will be involved in the project: Minturn Middle School, 7th and 8th grades; Battle Mountain High School, 9th and 10th grades; and Eagle Valley Junior-Senior High School, 7th to 10th grades.

Eagle County is a rural isolated mountain area, population 7,498 (increase of approximately 60% in ten years due to skiing areas), located in the west-central part of the State; 82% of the land is public and the economy is based mainly on agriculture (cattle), tourism, and recreation. Tourism and recreation are the largest employers.

Approximately two-thirds of the student population involved in the project are Anglo, all but three of the remaining are Spanish-American. Total student enrollment in the project is 576 (Grade 7 - 139; Grade 8 - 167; Grade 9 - 143; Grade 10 - 127).

Jefferson County: Two schools of this district will be participating in the project: Wheat Ridge Junior High School and Jefferson Senior High School. Jefferson County is a rapidly expanding and diversified area of predominantly urban population (90%). The total population has increased 83% in ten years; 1970 retail sales were $632,383,000, with the major source of income from manufacturing. Seventy-three percent of the land is privately owned. The major source of employment is related to manufacturing in the areas of glass and metal containers, metal fabrication, food and kindred

products; and the federal government. This area is increasingly representative of a large urbaneconomy, expanding continually in types and capacity of employment opportunities. Ninety percent of the 1,051 student population engaged in the project is Anglo. Grade breakdown is: Grade 7 - 205; Grade 8 - 207; Grade 9 - 269; Grade 10 -370.

Holyoke: Two schools are in this district and included in the project: Holyoke Elementary School, 7th and 8th grades; Holyoke High School, Grades 9 and 10.

The Holyoke School District is located in Phillips County in the northeast part of the State, with a rural population of 4,131. Thirty-two percent of the labor market is involved in agriculture production, farming, and directly-related businesses; there is an agriculture-supporting area of services and trade; there is almost no manufacturing; and about 12% of the labor force is employed by the federal government.

Ninety-seven percent of the students are Anglo and the grade participation is as follows: Grade 7 - 61; Grade 8 - 52; Grade 9 - 59; and Grade 10 - 63; for a total of 235.

Rocky Ford: This school district is located in Otero County, population 23,573 - rural and urban, predominantly Spanish-American; situated in the southeastern corner of Colorado. Jefferson Junior High and Rocky Ford Senior High are participants in the project.

The economy is primarily agrarian-based with the labor market involved in related businesses; fabricated metal products, trade and services, food and kindred products comprise the remaining business enterprises. The median income falls below $8,000.

The total student enrollment in the project is 648; 54% Spanish-American; grade breakdown is: Grade 7 -162; Grade 8 - 156; Grade 9 - 164; and Grade 10 - 166.

Description of the Program

I. Administrative Structure

The Project staff consists of a project director and secretary at State level and four local coordinators, one employed by each of the four participating school districts. The project director reports to the State Supervisor, Career Education, SBCCOE. The project operates in conjunction with and as an integral part of the State Career Education program, which is a cooperative effort of the Colorado Department of Education, State Board for Community Colleges and Occupational Education, and the Commissioner of Higher Education. As with the project director, the four local coordinators will have no other duties than this project. The project director is responsible for orienting local coordinators, the State Steering Committee, and the Colorado Advisory Council for Career Education to the project. The

State Steering Committee will provide the project director with guidance in overseeing the development of the model; this committee includes the four local school district superintendents, a representative of the State Advisory Council for Career Education, the State Coordinator for Career Education, and the State Supervisor for Career Education. An external third-party evaluator, Policy Studies in Education, will provide consultative services for the project.

II. Program Design

This program is an expansion on the Career Education State Programs previously initiated, specifically for Grades 7 - 10, and integrates Experience-Based Career Education activities into existing programs.

Specific objectives for the project are:

First Year: Describe major exploration components of a Model EBCE Program, Grades 7 - 10, including specific student outcome objectives for each component; select and adapt EBCE products, materials, processes, and techniques; form strategy alternatives for each desired program component; pilot test the strategies at sites; and use findings to modify strategies.

Second Year: Field test the revised strategies at sites; evaluate field test findings; and make final modifications.

Third Year: Demonstrate the models at sites; disseminate information about the model; and evaluate the effectiveness of the model in terms of student outcomes.

During the first year, the project will be accountable primarily for the establishment and definition of a model exploration program rather than for delivery on specific learner outcomes. Delivery on learner outcomes will be in the second and third years of project operation.

III. Program Components

An Expanded and Improved Cooperative Vocational Education and/or Work Experience Program--The Project staff will develop student outcome objectives for each of the model components. Components selected for inclusion will be validated through a review process and, with student outcome objectives, will be presented to the local advisory committees, Project Steering Committee, and the State Advisory Council for Career Education for validation and revision as necessary. Program strategies for each component will be drawn from EBCE models of the Northwest Regional Educational Laboratory and Research for Better Schools. Specific program strategies to be drawn from the NIE EBCE models may include screening and selection procedures in school orientation activities, community-based exploration activities, career planning activities, and other elements that will be appropriate.

After strategies have been selected and adapted, local coordinators will work with representatives of the individual schools and representatives of the community to identify those strategies that will be pilot tested in their local situation. Local coordinators will conduct an extensive inservice activity with school personnel to fully acquaint them with the strategies that best meet the local situation; representatives of the business community will work with the local coordinator in this process. Local participants will also affect staff size. Introduction of the pilot test into the individual schools may affect student enrollment in other courses and may necessitate the reassignment or release of staff members for the program. A community resource file will be developed in each site. A community resource person will be selected to work in the community to identify community resources to facilitate the exploratory program for the project. The community will be utilized to provide the learning sites that will be used by the students to meet student outcome objectives. Every effort will be made to identify men and women in nontraditional work roles for inclusion in the resource files to be utilized in broadening students' awareness of nontraditional work roles. Placement of students in on-the-job activities will be designed to meet the needs, interests, and capabilities of students and will not be designed around traditional vocational programs in the schools.

Elimination of Sex Bias and Sex-Role Stereotyping--The following criteria have been built into the program to facilitate this purpose as an adjunct to expansion of Career Education:

1. The selection, development, or alteration of curriculum and evaluation instruments will:

   a. Identify career interest inventories that are sex-fair.

   b. Plan exploration activities to aid students in identifying and analyzing instances of sex bias in employment.

   c. Encourage student investigations and analyses of sex bias in daily lives.

   d. Design learning situations to help better understand the impact of sex bias on each other.

2. Emphasis on placement without regard to traditional vocational education and employment practices will:

   a. Help students recognize their own sex-role biases and limitations they may be imposing on themselves and help students break through these biases and expand their thinking to new areas of career interest.

b. Encourage students to explore nontraditional, nonstereotyped career possibilities.

3. Identification of community resource people in nontraditional roles who will encourage students to pursue nontraditional interests will be accomplished by:

a. Surveying communities for major changes in employment practices to eliminate sterotyped roles.

b. Recruiting learning sites where women and men are functioning in nontraditional roles.

c. Recruiting community instructors who represent nonstereotyped role models for students.

d. Providing some means of sharing information in this area from local and national news media for students.

Third-Party Evaluation--Policy Studies in Education has been selected as the third-party evaluator. Their plan for evaluation will be related to two major emphases: The first is intended to define the approach and the second is intended to produce evidence of success. Consequently, the evaluation plan during the first year emphasizes formative (process) evaluation, with the second and third year based directly on accomplishment of specified learner outcome objectives (product).

Evaluation strategies developed by Northwest Regional Educational Laboratory and Research for Better Schools will be utilized whenever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Awareness of sex bias and sex-role stereotyping in the schools and in society will be developed. Strategies will be developed for encouraging young people to pursue their interests beyond traditional patterns. Staff skills in designing project activities that help students identify and analyze their own biases will be developed.

Safeguards With Respect to Work-Related Activities of Participating Students--Paid work experience of this project will comply with the Fair Labor Standards Act and meet the requirements of OSHA. Non-paid work experience will meet the intent of the FLSA and meet OSHA requirements. Off-campus insurance will be arranged to cover the students at all times either while being transported or in exploration-related activities.

IV. Unique Features

The model sites are four individual types of school locations -- high plains farming, rural isolated mountain, predominantly Spanish-American,

and urban. This project is a multi-district, multi-agency, cooperative effort to develop a model program for Colorado.

Particular emphasis will be related to the development of Experience-Based Career Exploration for rural populations, minority populations, and urban populations. Within these populations all classifications (gifted, disadvantaged, average, special education, etc., will receive equal consideration.

STATE AND PROJECT NUMBER:	Connecticut 502AH60012
TITLE OF PROJECT:	Demonstration of N.I.E.'s Experience-Based Career Education Program
PROJECT DIRECTOR:	David M. Dole Portland High School Portland, CT 60480
APPLICANT ORGANIZATION:	Board of Education Portland, CT
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$396,533
DURATION:	September 17, 1976 through September 16, 1979

Site Information:

The Portland School District involves a K-5, 3, 4, system of education with the high school of approximately 510 students the base of the EBCE program. Portland students from local parochial schools are also invited to participate.

Portland is a rural-urban community of about 8600 population. Most of Portland's residents work in surrounding towns with a smaller group working in the Town's agricultural and light industrial activities.

The Middletown-Portland area will provide 80% of the experience sites in areas of manufacturing, retailing, and various service industries.

The disadvantaged students are 5% of the total student population--3% black, 1% Spanish American, .25% Indian, and .75% Asian American.

The EBCE student population represents the total pupulation in composition of race and sex, using the standard as specified in the Connecticut State Guidelines.

Description of the Program:

I. Administrative Structure

The project director reports to the Assistant Superintendent of Schools. The director is the full-time program manager with overall responsibility for the project. Technical assistance is provided by Appalachia Educational Laboratory.

Connecticut

II. Program Design

This program is designed to implement a three-year program of operations, demonstration, outreach, training, and technical assistance to a potential network of adopters from Connecticut and Southern New England. The model used is the AEL/NIE model, Charleston, West Virginia. After the first year of operation, at the local level (Portland), a training and technical assistance team will be formed to provide implementation help to additional school districts in the service area.

III. Program Components

The Experience-Based Career Education Program--The AEL model meets the needs of this district. Housed in the local high school, 30 students are currently enrolled in a full-scale adaptation of the AEL model. A week of orientation is provided each student during which he/she must design an individualized academic program for the semester and select at least three worker trait groups to be used as the basis for site selection. Experience Sites are selected for a period up to three weeks in length. Four days per week the student is at the experience site; one day a week he/she is in-house (school) working one to one with his/her Learning Coordinator on academic, career, and experience site programs. Students earn high school credit for each EBCE academic course completed.

Elimination of Sex Bias and Sex-Role Stereotyping--The Portland Board of Education has accepted the guidelines as presented in Title IX of the 1972 Educational Amendments and has agreed to comply with these regulations. To insure that the project works toward the elimination of sex bias and sex-role stereotyping the following guidelines were developed:

1. Student recruitment

   (a) Quotas will not be set on the number of men and women who will be admitted.

   (b) Selection criteria will be equal for men and women.

   (c) No test or criterion for admission which has disproportionately adverse effects on persons on the basis of sex will be administered.

2. AEL/EBCE curriculum materials will be used in the project and a committee will screen and monitor all materials used.

3. Regular staff inservice sessions will be held to make staff aware of major sex biases.

4. Students participating in the program will be exposed to men and women in nontraditional roles via film and/or observation or placement in experience sites. The project has a placement goal for students in nontraditional roles of 10%.

5. Men and women in nontraditional work roles in the community who will work with students will be identified and used when a student expresses an interest in a similar nontraditional area. EBCE students will be encouraged to consider all types of careers and to make choices based on their interests and talents rather than on their sex.

Third-Party Evaluation--Phil Welsh Associates, Washington, D.C., is the evaluator. The plan is based upon three levels of evaluation. These interdependent levels of evaluation will provide data capable of satisfying both long-range (summative) and short-range (formative) objectives. The three levels are (1) effort evaluation, (2) performance evaluation, and (3) outcome evaluation.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Sex-fair guidance counseling with respect to career decisionmaking will be provided for all EBCE students by a Guidance Counselor or Learning Coordinator. Group counseling, making use of techniques such as role play, values clarification, and assertiveness training, will aid EBCE students in clarifying their own experiences with and views about sex stereotyping. The local school system and the Appalachia Educational Laboratory model are committed to a follow-up study on every EBCE student. Students will be contacted after their involvement in the program to ascertain their experiences. During the first year of the program detailed process objectives and measurable student outcome objectives for sex-fair guidance and counseling with respect to career decisionmaking will be developed with assistance from the AEL evaluation unit and the third-party evaluator. These will be tested and refined during the subsequent years of the project.

Safeguards With Respect to Work-Related Activities of Participating Students--A significant factor in the Portland School District's decision to implement that version of EBCE developed by the Appalachia Educational Laboratory was the degree to which its processes, materials, and strategies provided both initial and ongoing safeguards for students while on EBCE experience sites. Major factors in safeguarding students include student insurance, compliance with the Occupational Safety and Health Act, and compliance with the Fair Labor Standards Act. Students are rotated in jobs to guarantee career exposure and to prevent gainful activity, thereby maintaining the status as trainees.

IV. Unique Feature

Implementation of the program (EBCE/AEL) model on a regular basis, to include a cooperative effort between the local program and Southern Connecticut State College.

STATE AND PROJECT NUMBER:	Delaware 502AH60038
TITLE OF PROJECT:	Experience-Based Career Education
PROJECT DIRECTOR:	Dr. Loren J. Thompson Director of Instruction Newark School District P.O. Box 360 Newark, Delaware 19711
APPLICANT ORGANIZATION:	Newark School District Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$315,596
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The program will be implemented in the Newark School District.

All three District comprehensive high schools--Newark High School, Christiana High School, and Glasgow High School, encompassing grades 9-12--are participating.

The City of Newark has a population of approximately 20,000; however, the Newark District serves a suburban population of approximately 40,000. The District is characterized by a predominance of moderate income families. Nearly 60% of the families in the District were reported to have annual incomes of more than $10,000.

The School District is heterogeneous in terms of occupational and socio-cultural distribution of population. The District has acquired a large number of production workers who are employed in local industrial plants. A relatively high proportion of the District's residents are in scientific, technical and professional fields and are associated with the University of Delaware, or with industrial laboratory or engineering centers, such as the three installations of DuPont Company located in the District.

Description of the Program:

I. Administrative Structure

The project coordinator reports directly to the Director of Instruction who is the designated project director. The Director of Instruction has

incorporated the activities of EBCE into the overall activities of the Office of Instructional Services. As such all instructional supervisors cooperate and coordinate the total District instructional program. The project director in turn reports to the Deputy Superintendent for Instruction.

The project coordinator is responsible for coordinating the implementation, evaluation, and demonstration of the EBCE program. This includes overall coordination among the three schools, providing supportive services, third party evaluation, and preparation of quarterly, interim, final, and fiscal reports. The project coordinator also works cooperatively with the District Supervisor of Occupational/Vocational Education.

II. Program Design

The broad goals and objectives of this EBCE program focus upon four major areas: (1) project management, (2) student program, (3) program outcomes, and (4) demonstration and dissemination. The broad program goals are:

GOAL A: Given the opportunity, time, and funding, the District will be able to provide for the overall operational management and support considerations for the EBCE program.

GOAL B: Given the opportunity, time, and funding, the District will be able to adapt and implement the content and process of student learning in EBCE for approximately 60 students the first year (20 in each of the three high schools); 120 students the second year (40 in each high school); and 180 the third year (60 in each high school).

GOAL C: Given the time, opportunity, and funding, the District and the Project's independent evaluator will establish procedures for gathering, analyzing, and reporting data relating to program outcomes. Specifically addressed will be student outcome goals and objectives and process goals and objectives.

GOAL D: Given the opportunity, time, and funding, the District will develop alternative strategies for demonstration and dissemination of EBCE to educational personnel throughout the State of Delaware.

State and local occupational/vocational unit funding for the EBCE program has been secured. At the end of the third year all school staff implementing this program will be funded according to school enrollment. Other areas of emphasis during the federal funding period will include sex role bias and sex stereotyping, and translating the EBCE program into credit in basic academic subjects.

III. Program Components

The Experience-Based Career Education Program-- The District has determined that the Northwest Regional Education Laboratory's model best meets its needs. The program will be housed within each of the three District comprehensive high schools. All resources of each high school are available to the EBCE staff and students. All participating students will select a minimum of five community sites for career explorations each program year. Each exploration will be three to five days in duration. The program provides for students to spend an average of 15 hours per week outside of the school learning center. Students will complete ten projects per year, one in each of five Life Skill areas, and the other five to be selected from the Life Skill areas according to student needs and interests. Students will also be required to complete seven competencies per program year.

Elimination of Sex Bias and Sex-Role Stereotyping-- Students will be placed in exploration and training opportunities without regard to traditional practices in vocational education and work. In fact, if an employer site has been identified as one in which sex and racial bias is practiced, that site will immediately be dropped as a program site. The project staff will develop process objectives and measurable student outcome objectives for sex-fair guidance and counseling. An example of process objectives in this area could include employer seminars on this subject. Student outcome objectives could include research at employer sites regarding employer programs developed that address the sex-bias problem in hiring and staff assignment practices. This topic will be addressed at staff meetings and special workshops will be organized for creating an awareness of the special career needs of women and designing specific strategies for addressing these needs.

Third-Party Evaluation-- Educational Testing Service (ETS) is the independent evaluator of this project. Their evaluation design is based upon the criteria addressed in the Federal Register for this program and includes: The assessment of the status of the program according to the management plan, identification of instruments for process and outcome evaluation, and the measurement and analysis of student outcomes.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services-- Student process and outcome objectives will be identified by the project coordinator, and the EBCE staff within each of the three high schools. Consultants within the schools, such as the school counselor and the school Career Guidance and Placement and Follow-up Counselor, will be utilized when appropriate. Responsibility for accounting for placement and follow-up of students leaving school currently rests with the career guidance and placement counselor. Project staff will identify cooperative procedures with this counselor to insure that students leaving EBCE are accounted for through educational job placement and follow-up.

Safeguards with Respect to Work-Related Activities of Participating Students-- The District has secured a rider to its basic liability policy to cover liability for each EBCE student while engaging in learning activities at each community site. Each student will be responsible for providing his own medical coverage either through a student insurance program or through a family medical plan. Students will be responsible for their own transportation in this program. Owners of all automobiles in Delaware must show proof of no-fault insurance before a car can be licensed.

IV. Unique Features

The District has secured occupational/vocational unit funding for the EBCE program. This funding will provide for an orderly transfer of program funding from Federal to regular State and local support by the end of the three-year project period.

STATE AND PROJECT NUMBER:	District of Columbia 502AH60087
TITLE OF PROJECT:	An Experience-Based Career Education Program for Students in the Comprehensive High Schools of the District of Columbia
PROJECT DIRECTOR:	Ellen F. Datcher Payne School 15th and C Streets, SE Washington, D.C.
APPLICANT ORGANIZATION:	Public Schools of the District of Columbia 415 12th Street, NW Washington, D.C. 20004
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$325,713
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

This program serves the District of Columbia Public School System.

Students will be drawn from the 10th and 11th grades of the 12 comprehensive high schools in the district and at least one non-profit private school.

Typical of the upheaval within large urban areas, nationally, the District of Columbia Public Schools have faced an academic, social, and instructional crisis characterized by gross frustration throughout the community. Factors which contribute to the general problem include the following:

(a) Although there is a central corridor, generally referred to as the "inner-city", the inner-city is everywhere. There are no "suburbs" in the accepted sense.

(b) The school population of the city is 97% black, a 12% gain over the past decade.

(c) A large segment of the minority population can be classified as disadvantaged, economically and socially.

(d) Reading and math scores of the low income child in the D.C. area are below the national norms at all levels.

(e) The unemployment rate of young adults has reached the phenomenal range.

(f) The drop-out rate in the comprehensive senior high schools average 5.09% overall with a range from 16.3% to 0.3%. Figures for vocational high schools are generally higher, ranging from 23% to 25% one recent school year.

District residents are offered a variety of public services, clerical, and other support service job opportunities in government service at both the Federal and local levels, the Federal Government being the largest single employer in the Washington Metropolitan area. Opportunities are also available through a variety of health service organizations. While the District offers few job opportunities in large industrial complexes, it does have a representative number of small businesses, financial institutions, recreational and cultural facilities, hospitality and personal service businesses. Some jobs are also available in construction and transportation trades.

In spite of the variety of job opportunities available, the high unemployment rate appears to indicate that limited knowledge of the value and rewards of work, variety of occupations available, qualifications needed, and employability skills needed, contribute to students' inability to break out of the poverty cycle. Moreover, many students seem to be leaving school because of lack of interest and failure to see any relationship between school and meeting their immediate needs. Work experience prior to graduation is restrictive and appears to have little relationship to life goals.

Description of the Program:

I. Administrative Structure

The Program is administered by the Division of Career Development Programs which administers all vocational education programs in the District. The chief administrator of the division is the Assistant Superintendent to whom the program director reports and who, in turn, reports to the Associate Superintendent, Office of Educational Programs and Services. Specific responsibility for administration and implementation of the program rests with the full-time director and staff consisting of one resource analyst, to learning coordinators, and two clerical support persons.

Close liaison will be maintained between the program staff and the recently designated State Coordinator for Career Education, even to the extent that a common advisory council is being recruited.

District of Columbia

II. Program Design

The overall objective of this program is the preparation of high school students who are "turned on to learning", viewing every situation and human contact as an educational opportunity.

In the first year, 25 to 40 students will be enrolled. The addition of one learning coordinator each succeeding year will permit the enrollment of a maximum of 20 additional students the second and third years.

Program staff will be involved in planning, implementation, continuing evaluation, and dissemination during the first two years. During the third year there will be the additional emphasis upon providing and promoting a plan for the assimilation of EBCE into the ongoing program of the District of Columbia Public Schools. Close coordination with the System's Competency Based Education thrust throughout the term of the program should facilitate this assimilation.

III. Program Components

The Experience-Based Career Education Program -- D.C. Public Schools will establish a model for an experience-based career education program which will serve as a comprehensive, individualized alternate plan of full-time learning for high school youth relying upon active participation of the community to provide direct, non-paid learning experiences in real-life settings as preparation for future careers. The model to be developed will be patterned after the successful model developed by the Far West Regional Laboratory in the Far West School at Oakland, California. Provision is made for utilization of mathematics, science, foreign language, and communications laboratories located on high school, skill center, and college campuses to meet basic competency requirements of students and for close coordination with existing programs of the school system.

Key features of the EBCE model include:

(a) The enlistment of competent adults from all sectors of the community as partners in the educational process.

(b) A redefinition of the role of student -- planning and carrying out his own learning through a highly structured program of study which leads to growth in academic, interpersonal, career, and basic skills.

(c) A redefinition of the role of school staff -- facilitation and coordination.

(d) Learning activities primarily at resource sites in the community supported and supplemented by staff and materials at the EBCE Center.

(e) A focus on core "process skills" essential for independent, lifelong learning -- inquiry, problem solving, decision-making, and basic skills in communications and mathematics.

(f) A practical and realistic approach to traditional book learning.

(g) The use of the Project Planning Package as a vehicle for multiple learning.

(h) Strict accountability for educational progress.

Elimination of Sex Bias and Sex-Role Stereotyping -- Specific precautions will be taken to avoid sex-role stereotyping and sex discrimination in this program. First, all positions on the program staff will be advertised and filled without regard to sex. Second, students will be recruited and provided open access to program activities as provided in Title IX of the Education Amendments of 1972. Parents will be so advised during their orientation sessions. Third, student enrollment will be a mix of an equal number of boys and girls to the extent possible. Fourth, program activities will be closely coordinated with those of the total school system in its efforts to comply with the provisions of Title IX. Fifth, the program will require a written statement from resource persons and resource organizations assuring that there will be no sex discrimination in their participation in the program. Finally, all students will be deliberately exposed to occupations which are not traditionally viewed as appropriate sex roles.

Third-Party Evaluation -- It is anticipated that the evaluation design will address itself to many domains, but primarily to the following:

(a) The users and their needs.

(b) The program.

(1) Recruitment practices.

(2) Selection practices.

(3) The recruits' -- experimental and control groups' -- needs; readiness, commitment.

(4) Program operations.
Opportunities.
Objectives with documentation.

(5) Program accomplishments with documentation.

(6) Program progress, annual.

(7) Program outcomes, annual, keyed to objectives.

Data collection and analysis will follow a structured path once the information requirements are determined using an adaptation of the worksheets developed by the Far West Library which are keyed to information requirements and information sources. For each source and information area an instrument has been developed. Sources include the student, graduates, project staff, advisory council, parents, resource sites, staff of the cooperating high school, school administration and the Board of Education.

Instrumentation may involve ready-made instruments, site developed inventories and scales and/or instruments developed by the Far West Laboratory which are suitable for use. Standardized tests and criterion referenced tests usually administered by the school district may be included, as well as inventories keyed to project objectives.

Sex-Fair Guidance, Counseling, Placement and Follow-up Services -- The project will employ two forms of regularly scheduled student discussion groups, advisory group meetings and project seminars, as an integral part of the learning experience for all students without regard to sex.

The project will also provide individual and group career counseling and career guidance activities which do not discriminate on the basis of sex. Further, all guidance and counseling tests and other materials will be examined to avoid using any materials which are sexist.

Safeguards With Respect to Work-Related Activities of Participating Students -- Students under 18 years of age will be accepted for participation only after parental permission has been secured in writing on forms provided by the Program. Further, such permission will not be sought until parents have received in-depth orientation on the format, objectives, data to be collected, and management procedures which will affect their children. Parents shall give written consent for program officials to utilize evaluation data. Persons 18 years of age and over shall give personal written consent.

For purposes of this Program, students will be considered to be non-employees since the program is established for the benefit of the students, not the Resource Persons, and the presence of students at the resource site is for the purpose of learning. Moreover, all experiences for students will be conducted in strict adherence to the intent of the provisions of the child labor laws currently in effect and to the provisions of the Fair Labor Standards Act.

All resource persons will be made aware of the provisions above in writing prior to the assignment of students.

District of Columbia

Insurance will be provided to cover the safety and well being of the young people while being transported as well as being actively involved in work related activities. Liability insurance coverage will be provided under a supplement to the existent policy carried by the Division of Career Development Programs (Vocational Education) of the D.C. Public Schools.

IV. Unique Features

Administrative responsibility for this program rests with the State Coordinator for Vocational Education but because of the peculiar organization of the school system, there is programmatic alignment with the Office of Career Education which is part of the Division of Instructional Services.

STATE AND PROJECT NUMBER:	Florida 502AH70024
TITLE OF PROJECT:	Demonstration of a Secondary and Post-Secondary Experience Based Career Education Program in Florida
PROJECT DIRECTOR:	C. Virginia Bert Bureau of Research, Dissemination and Evaluation Division of Vocational Education State Department of Education Knott Building Tallahassee, Florida 32304
APPLICANT ORGANIZATION:	State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$579,384
DURATION:	July 1, 1977 through June 30, 1980

Site Information:

The project sites will be a consortium of senior high schools in the counties of Broward, Orange, and Pinellas, and Manatee Junior College. The feasibility of such a joint effort is enhanced by geographical factors. The counties' proximity to each other is close enough to facilitate coordination of planning and diffusion. In Broward County, EBCE will be implemented at two public high schools and one private school, the University School of Nova University. In Orange County, EBCE will be implemented, with adjustment and refinement, at the senior high school which currently serves as a national demonstration center for career education. In Pinellas County, EBCE will be implemented at two senior high schools. Participation will be open to all twelfth-year students at the participating high schools and first and second year students at the junior college. Fifteen to thirty students of varying ability, achievement, socioeconomic levels, and ethnic backgrounds will be selected at each site.

Description of the Program:

I. Administrative Structure

The project director at the State level will report directly to the Director of the Division of Vocational Education, who will report to the Commissioner of Education. She will serve as State liaison officer for the local and Federal components of the project.

The project managers selected at the local level will coordinate the efforts to further develop, expand, diffuse, demonstrate and evaluate an educational program comprised of four components, three at the secondary level in separate school districts and one at the postsecondary level at a junior college.

Florida

II. Program Design

The major purpose of this project is to further develop, expand, diffuse, demonstrate and evaluate an educational program which provides an experience-based career education component at the secondary level in three Florida school districts and one postsecondary site. These four components will be extensions to currently operating exemplary career education models. Specific objectives of the four components will relate to products and processes, and are outlined as follows:

- Alternative procedures and curriculum materials for providing performance-based credit in basic subject area courses satisfying graduation requirements will be identified, reviewed, revised and/or developed, implemented, and evaluated.
- Procedures and materials for implementing all other components of the EBCE program will be identified, reviewed, revised and/or developed, implemented, and evaluated.
- Step by step installation manuals for EBCE programs will be planned, developed, and disseminated.
- Within the limits of funding, technical assistance related to the planning, implementation and evaluation of EBCE will be provided to companion replication sites for each of the four consortium members (three secondary and one postsecondary).
- To ensure that the EBCE program is supportable within the Florida Education Finance Program funding limits, an adequate cost category assignment will be obtained.
- Descriptive dissemination materials will be developed and distributed as appropriate.
- A slide-tape orientation to the EBCE program will be developed, duplicated on filmstrips, and utilized in demonstration and replication.
- All visitors to the school sites will be provided opportunities to see EBCE in operation and to talk with administrators, learning coordinators, teachers, counselors, students, and community site resource people.

III. Program Components

The Experience-Based Career Education Program--This project will demonstrate EBCE through adapting the four national models developed by Research for Better Schools, the Appalachia Educational Laboratory, the Northwest Regional Educational Laboratory, and the Far West Laboratory for Educational Research and Development for local implementation at the secondary and postsecondary levels and diffusion of that program on a Statewide basis. Adjustments will relate to operational guidelines, curriculum and materials, program monitoring, personnel,

finance, and the diffusion process. At entry to the program, students will participate in a series of sex-fair guidance activities the results of which will become the basis for the development, by the students, of individualized learning plans which identify the employer sites to be visited, the projected amount of time to be spent at each, the employability/life skills and competency activities to be completed, the basic subject area courses for which credit is desired, and the corresponding objectives, activities, and resources which will be undertaken to receive that credit. A learning center which contains all the materials and resources needed by the students to complete their activities will be established at each school site and will be accessible to the students at all times. Students will spend the equivalent of four days at the employer sites and one day at the school site for consultation with and instruction by the learning coordinators.

Third-Party Evaluation--The evaluation design will be comprised of three major components: (a) student product objectives, (b) student process objectives, and (c) project objectives. The collection of student product data will be administered by the third-party evaluator. Both a pre/post and experimental/control design will be utilized in the collection of student product data. The student sample for the experimental groups to be tested will include all EBCE participants at each of the sites. Typically, the number of participants will not exceed thirty per site. The student sample for the control groups to be tested will be randomly drawn from a general student population, excluding those enrolled in cooperative education training programs, and demographically similar to the experimental group.

Sex-Fair Guidance, Placement, and Followup Services--At entry to the program, students will participate in a series of sex-fair guidance activities through which they will examine their interests, aptitudes, and achievements and evaluate them in terms of career opportunities that seem to match. Placement and followup services are provided to all students graduating from or leaving high school. Placement services are geared to assist students in obtaining and maintaining employment, continuing education, or engaging in a combination of employment and further education. Followup studies are designed to determine the effectiveness and adequacy of instructional programs and to form the base for curriculum revision. Placement efforts are conducted in cooperation with the State Employment Service, which shares its job bank through daily circulation of microfiche to each high school.

Safeguards With Respect to Work-Related Activities of Participating Students--For participating students under 18 years of age, a parental permission form indicating endorsement of the student's participation, provisions for insurance and emergency and medical assistance will be on file at the schools and appropriate employer sites. It is the policy of the district school board that a 24-hour student accident policy will be required.

STATE AND PROJECT NUMBER:	Georgia 5Q2AH6Q016
TITLE OF PROJECT:	Pioneer Cooperative Educational Service Agency's Experience-Based Career Education (EBCE) Program
PROJECT DIRECTOR:	Mr. Ronald L. Fritchley Director, Instructional Services Pioneer Cooperative Educational Service Agency P.O. Box 548 Cleveland, GA 30528
APPLICANT ORGANIZATION:	Pioneer Cooperative Educational Service Agency (CESA)
ESTIMATED TOTAL FEDERAL FUNDS -SECTION 142(c):	$466,925
DURATION:	September 8, 1976 through September 30, 1979

Site Information:

The school systems involved are Hall County, Union County, and Gainesville City. The EBCE program will be implemented as a part of the existing 11th and 12th grade curriculum in each of the 5 high schools located in the 3 participating systems.

Hall County: Hall County is a rural and suburban area surrounding Gainesville with an estimated population of nearly 51,000 (excluding Gainesville) and a school enrollment of 12,600 (K-12). Located 40 miles northeast of Atlanta, Hall County is bordered by Lake Sidney B. Lanier on the West and the North Georgia mountains to the North. The activities of 27 major poultry research, production, processing, and distribution firms have earned Hall County the reputation of the "Poultry Capital of the World." These firms employ over 30% of the total county-wide work force. Other major employers include textile and apparel manufactures. Current figures indicate that less than one-half of the adult population 25 years and over have completed an eighth grade education. Other figures show that one sixth of the total population have incomes that are below the poverty level. Less than 12% of the total population is non-white.

All three comprehensive high schools in the Hall County School System will begin EBCE program participation during the 1976-77 school year and will continue participation through the duration of the project. These three high schools are: East Hall, Johnson, and North Hall. All three high schools serve grades 9-12 and have a total student enrollment of 3407: 1697 males and 1710 females. Less than 9% of the total 9-12 enrollment

is non-white. The disadvantaged students are 21% of the total high school enrollment.

The EBCE program will serve 60-90 students each year. Volunteers will be openly recruited from all of the 11th and 12th grades at each of the high schools. A total not exceeding 30 students will be randomly selected from the pool of volunteers for participation at each school site.

Gainesville City: Gainesville is a small urban community with a population of 15,450 or a decline of over 1,100 in the past ten years. As the county seat of Hall County, Gainesville is an important governmental center housing services for both city and county residents. In addition, many State and Federal agencies have a branch or regional office in Gainesville. Governmental service, retail trade, and medical related occupations comprise over 50% of the total city labor force.

Residents of Gainesville are served by the Gainesville City School System, which is independent of the Hall County System. The total enrollment of the Gainesville City System is 3400 (K-12). Beginning in September, 1977, EBCE will be implemented in Gainesville High School and will serve 20-30 students selected randomly from volunteers in the 11th and 12th grades. The total 11th and 12th grade enrollment is 396: 192 males and 204 females. The non-white students are 26.2% of the total student population. Approximately 15% of the high school enrollment is disadvantaged.

Union County: Located in the extreme northern part of Georgia, Union County is characterized by rugged mountains and isolated wooded areas. Nearly 50% of the land in Union County is owned by the U. S. Forest Service or the Tennessee Valley Authority. According to 1974 data, Union County has a population of 7800 and a per capita income of $2545.00 or about 2/3 of the State average. The majority of the labor force is employed in either agricultural related activities or in the production of wearing apparel. Prospects for new industry and a surge in the economic climate are on an increase, as several small manufacturing firms have recently moved to Union County.

Union County residents are served by the Union County School which has a total student enrollment of 1785 (K-12). Beginning in September, 1977, EBCE will be implemented in the Union County High School. EBCE will serve 20-30 students selected randomly from a pool of 11th and 12th grade volunteers. The total 11th and 12th grade enrollment is 237: 112 males and 127 females. Currently 49% of the 9-12 enrollment is disadvantaged. Since the total county population is 100% white there is zero percent non-white enrollment in the school system.

Georgia

Description of the Program:

1. Administrative Structure

The project director is employed by Pioneer CESA as Director of Instructional Services and reports directly to the Executive Director of the agency. This position is an in-kind contribution. The project director will work closely with all personnel (Superintendents, curriculum directors, vocational directors, principals, and vocational supervisors) in the three participating LEA's in order to establish the necessary communication linkages, develop project procedures, monitor the progress of the project in each LEA, coordinate the third-party evaluation, and prepare interim and final reports. Local administrators for career and vocational education (directors and supervisors) in the three LEA's will serve as consultants (in-kind) to the project director. Personnel from the Office of Adult and Vocational Education in the Georgia Department of Education will also be used as consultants as appropriate.

A project coordinator will be responsible for the overall coordination of the implementation and demonstration of the EBCE program in the five high schools. The project coordinator is responsible for maintaining program integrity, coordinating resource development, coordinating LEA training, and acting as liaison between the LEA EBCE personnel and outside consultants.

II. Program Design

Pioneer CESA will implement, demonstrate, evaluate, and diffuse a comprehensive high fidelity version of the Far West Laboratory model of the EBCE program in three Georgia LEAs.

Pioneer CESA will be responsible for managing and administering this project and coordinating the implementation, demonstration, evaluation, and diffusion in the three participating systems. Hall County will begin implementation with three high schools in November, 1976. Gainesville High School and Union County High School will implement programs in the Fall of 1977.

During the third year of the project, all processes and products resulting from the project will be channeled into the Georgia Facilitator and National Diffusion Networks. Also during the third year, a set of materials and on-site orientation sessions will be provided for a team of individuals from each of the 15 remaining CESAs in the State. These teams will assist in identifying further adapters of the EBCE program.

III. Program Components

The Experience-Based Career Education Program--The Far West Laboratory (FWL) EBCE model meets the needs of the LEAs in the Pioneer CESA service area. All three participating LEAs will offer EBCE to students as an alternative experiental program based on individualized career and educational needs and goals. Faculty members will be identified as Learning Coordinators in

each of the 5 high schools. Students who enroll in EBCE will earn high high school credit in academic subject areas through individualized experiential learning activities called projects. Completion of these projects will require the aid of one or more community resources as well as the use of instructional materials from the learning center. Students may enter and exit the program at the beginning of each quarter throughout the school year. As many as 30 quarter hours of credit may be earned during each quarter.

Elimination of Sex Bias and Sex-Role Stereotyping--Pioneer CESA will form a curriculum review team for the purpose of developing guidelines for use in reviewing curriculum and instructional materials, guidance and counseling practices, and evaluation instruments. The EBCE project staff will adopt the recommendations of the teams for use in securing the materials and processes used in the project.

The curriculum review team will also assist in conducting a two-day staff development workshop (carried out by the University of Georgia) that will focus on the problems associated with sex bias and sex-role stereotyping in the community as well as in school related activities and resources. Products, processes and guidelines resulting from this workshop will be utilized throughout the project to: (1) Orient students to the reality of the "real world of work;" (2) screen potential resource potential resource personnel and sites; (3) orient and develop resources; and (4) identify men and women in non-traditional work roles.

In addition, the Pioneer CESA program will make an all-out effort to recruit community resources that employ persons in non-traditional work roles. Those potential resources that display a blatant disregard for equal opportunity employment will be eliminated from further development.

Third-Party Objective Evaluation--Northwest Regional Educational Laboratory (NWREL) has been identified as the third-party objective evaluator of this project. Validated instruments developed and/or used by the FWL or NWREL will be used to assess, evaluate, and measure process and student outcome. NWREL will provide feedback of program operations and outcomes to project staff, participating LEAs, community resources, parents, and the general public.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--By means of the two-day workshop (described earlier in section two) organized and carried-out by the curriculum review team and the University of Georgia, project personnel, Pioneer CESA staff, LEA administrators and counselors, and community resources will produce guidelines and procedures that EBCE staff and LEA personnel can utilize to provide sex-fair guidance and counseling. The workshop participants will be given a pre-post attitudional test that will assess the degree of sex bias in the participating group. EBCE students will participate in their schools' existing job placement and follow-up programs which provide for the successful placement and follow-up of all students who leave school through graduation or drop-out.

Safeguards with Respect to Work-Related Activities of Participating Students--Adequate project funds have been set aside in the project budget to purchase school insurance for each participating student. School insurance covers all school-related activities except varsity football. This includes student coverage while in transit to and from the resource sites and while at the resource site.

In recruiting potential community resources, EBCE staff will take necessary precautions to eliminate those sites not abiding by OSHA regulations. EBCE staff will also take precautions to insure that students are not placed in potentially hazardous situations.

Pioneer CESA, in order to safeguard against student-employer abuse or misuse, will enforce a policy that states that a student cannot receive pay for actual work done on the premises during EBCE hours. The student will be considered a learner not an earner. In accordance with Fair Labor Standards Act, each student will spend no more than 12 weeks at any one site.

IV. Unique Features

As an intermediate agency, Pioneer CESA is able to provide supplementary assistance in the area of instruction, career development, counseling, and administration not normally available to a single LEA. In addition, as a part of the Georgia Facilitator and the National Diffusion Networks, Pioneer CESA will have the capability to train second-generation adapters in all intermediate regional service areas in Georgia and in LEAs throughout the Southeastern United States.

STATE AND PROJECT NUMBER:	Hawaii 502AH60019
TITLE OF PROJECT:	Holomua Project
PROJECT DIRECTOR:	Kiyota Muzuba Department of Education Hawaii District P.O. Box 1922 Hilo, Hawaii 96720
APPLICANT ORGANIZATION:	Hawaii Department of Education P.O. Box 2360 Honolulu, Hawaii 96804
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$323,897
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The project will be conducted by the Hawaii District Office (Hilo) of the State Department of Education which administers the public school system. Hilo is served by one public and one private high school with a total enrollment of approximately 2,400 students in grades 10 to 12. A second public high school is scheduled to open during the first year of the project. Hilo is the county seat for the County of Hawaii with a population of close to 30,000. Hilo is the economic hub of the island and a seaport. The island is the largest (4,975 square miles) in the Hawaiian Island chain. Ten percent of the State's population resides on this island. Although agriculture, sugar production, has been the major factor in the island's economy, tourism has gradually increased to hold comparable significance with ranching and other agricultural endeavors. Related to the growth of tourism has been the construction industry. The ethnic distribution of the island of Hawaii is nearly comparable to that of the State of Hawaii. However, with the previous emphasis on agriculture, Filipinos and Puerto Ricans hold a slightly higher and Caucasians a slightly lower percentage than the population of Oahu. Participants will represent a cross-section of 10th, 11th, and 12th grade students in the Hilo area.

Description of the Program:

I. Administrative Structure

The Deputy District Superintendent will serve as project director. He reports directly to the District Superintendent and is responsible for the curriculum and personnel activities of the Hawaii District Office. He and his staff of Curriculum Specialists will be responsible for overall management of the project.

Hawaii

II. Program Design

The Holomua Project (meaning moving or going forward, advancement, achievement) will offer an alternative educational process for secondary school students. A two-semester academic and career-experience instructional program will be developed for 165 students over a three-year period, using the Northwest Regional Educational Laboratory, Experience-Based Career Education model. The project will allow the students to earn academic credit through real-life work experiences and meaningful learning situations. Enrollment of students will be staggered so that no more than 30 new students are admitted during the second, third, and fourth semesters. During the fifth and sixth semesters, other high schools in the Hawaii District will be encouraged to establish satellite EBCE projects on a modified basis.

III. Program Components

The Experience-Based Career Education Program--The Holomua Project will consist of two primary elements--the learning center and individualized experiential learning at community work sites. The learning center, Hale o Holomua, will provide participating students with competent and sensitive guidance to assess and plan individual academic and career plans. The center will provide necessary written and audiovisual resources for student planning and research, an area for students to work while not at the community site, large and small group discussions, instruction, presentations, guidance, etc. Individualized experiential learning will take place at career stations throughout Hilo and will allow students to initially explore, then experience a variety of career interests and occupational options. Each student will develop an individual "learning contract" in negotiation with project staff which incorporates career exploration and experience, life survival skills (i.e., those needed for adult daily living), and basic academic skills. Students will be encouraged to explore more than one and preferably three separate career experiences during their year in the project.

Elimination of Sex Bias and Sex-Role Stereotyping--A subcommittee of the Community Advisory Board will be formed to review, periodically, all potential career development instructional materials and evaluation instruments to insure the absence of sex and ethnic bias and stereotyping. Student inputs will result from peer-managed seminars and discussions. Students will be given the opportunity to explore and experience career opportunites which are traditionally viewed as appropriate for the opposite sex. In addition, peer managed group or individual examinations into current employment practices and conditions will be undertaken to help the students develop awareness regarding nontraditional work roles.

Third-Party Evaluation--The Social Welfare Development and Research Center, School of Social Work, University of Hawaii - Manoa, will serve as the third-party evaluator. Process and student outcome objectives are stated

in measurable terms and will be evaluated. All students will be selected on a truly random sampling basis. Two thirds of those selected will be identified as the control group while the remaining one-third will participate as the experimental group. Evaluation instruments will consist of NWREL tests, other standardized, commercially produced instruments, and possibly, locally developed instruments.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up--A Career Advisory Board subcommittee on sex-fair and ethnic-fair guidance and counseling services will be formed to review current and proposed project counseling and guidance services and materials. The subcommittee will include representatives from ethnic and equal rights organizations, the State Commission on the Status of Women, and other significant organizations to assure the affirmative action policies are implemented and enforced. All project personnel will receive intensive training in sex-fair and ethnic fair guidance. Additional training and orientation, to lesser degrees, will be provided to employer-instructors at established career stations, to appropriate competency certifiers in the community, and to parents. Upon completion of formal participation in the project , assistance will be provided so that students may (1) return to the traditional curriculum at his home high school; (2) enroll at the Hilo Community School (Adult Education); (3) enroll at the Hilo Community College on a part-time or full-time basis; (4) secure part-time employment; or other similar placement. Follow-up support services will continue to be provided to all students until appropriate placementin accord with specified career development plans, is secured. Formal termination of services will occur three calendar months after such placement.

Safeguards With Respect to Work-Related Activities of Participating Students--Insurance coverage will be sought by the project for any student activity not normally covered in the traditional secondary educational program for the State of Hawaii. A property damage liability and personal injury policy will be secured for the transportation activities of this project. All community work sites will meet the terms of the Occupational Safety and Health Act and all activities will be governed by the child labor provisions of the Fair Labor Standards Act.

STATE AND PROJECT NUMBER:	Idaho 502AH60060
PROJECT DIRECTOR:	Mr. Paul Matthews EBCE Learning Center 224 South Arthur Pocatello, ID 83201
APPLICANT ORGANIZATION:	School District #25 Education Center 3115 Pole Line Road Pocatello, ID 83201
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$316,598
DURATION:	September 15, 1976 through September 15, 1979

Site Information:

The School District involved is the Pocatello School District #25, Pocatello, Idaho. The Program serves the students in the District's two senior high schools -- Pocatello High and Highland High.

Pocatello, Idaho is nestled between the mountains at the mouth of the Portneuf River, southeast gateway to the Snake River Basin. The city encompasses 13.7 square miles, 150 miles of paved streets, eighteen parks, 81 churches, three libraries, a state university, and two hospitals. Pocatello has a work force of approximately 23,000 and a city manager form of government. The city has a population of 42,000 and the county population totals 57,400. Pocatello is the county seat for Bannock County. The population of Bannock and the surrounding counties would approximate 109,000 people.

Pocatello is one of Idaho's largest industrial cities. Major employers in the area are basic earth giants such as F.M.C. (elemental phosphorous) and J.R. Simplot (phosphate fertilizers), Idaho Portland Cement, Boise-Cascade, Guerdon Industries (trailer houses), Continental Can Company, American Micro Systems, Union Pacific Railroad, and Bucyrus Erie.

Pocatello's education system is administered by an elected board of five trustees which is a direct arm of Idaho's state legislature. Included within the system are two high schools, four junior highs and seventeen elementary schools, which includes one parochial school, with a teacher pupil ratio of 25:1. The student enrollment at the senior high level is 2,700 students. There are no private non-profit schools at the senior high level.

Idaho

Of the School District's approximately 12,500 students, approximately 600 have been identified as handicapped and are being served in Special Education Programs. Handicapped classifications consist of learning disabled, mentally retarded, visually impaired, physically handicapped. Included in the total student population are 380 Native Americans, 107 blacks, 87 oriental, and 407 Spanish-American. The EBCE Program is serving 32 students. This enrollment is a representative sample of the total student population.

Description of the Program:

I. Administrative Structure

The project director reports to the School District's Coordinator of Career and Vocational Education. The third-party evaluation team will consult with both the project director and the District's Coordinator of Career and Vocational Education. The EBCE Project will utilize the expertise of consultants from the Northwest Regional Education Laboratory and the Idaho State Department of Vocational and Career Education.

II. Program Design

This EBCE Project is a full-time alternative educational program designed to help high school juniors and seniors prepare for the transition into adulthood and the world of work. The Program will serve 32 students its first year of operation, and increase enrollment to 50 students the second year, and 60 students the third year. The Program will enroll an equal number of students from each of the District's two high schools. This Program is designed to serve as a demonstration project for other school districts throughout the State of Idaho.

III. Program Components

The Experience-Based Career Education Program -- This Experience-Based Career Education Program has adopted the NWREL Program as its model. The Program is utilizing the Learning Center concept to serve as a homebase for the students. The Learning Center is an off-campus facility located in the heart of the business community. Participating EBCE students are allowed to take up to two classes in the regular school program. All participating students are required to spend at least 50% of the school day in the community completing the following activities: (1) Projects--Projects are developed around the five life skill areas of critical thinking, functional citizenship, scientific exploration, creative development, and personal/social development. The Program requires that each student complete two projects from each of the five life skills areas per year. (2) Competencies--Competencies are life skills which all people need to know to survive in today's society. Thirteen competency areas have been identified. (3) Career Explorations--These are three-to five-day experiences at sites of the student's choice. Six explorations are required of each student per year.

Elimination of Sex Bias and Sex-Role Stereotyping -- Initial program planners, including the project director, the District's Career Education Coordinator, the Third Party Evaluation Team, and the Advisory Committee, developed a comprehensive plan designed to eliminate sex bias and sex-role stereotyping in the Program. The procedures outlined for accomplishing this are:

A. Conduct a workshop to familiarize EBCE staff and other interested community people, educators, etc., with procedures for selecting sex-fair curriculum materials and evaluation instruments.

B. Appoint a special committee to monitor instructional materials used in the EBCE Project.

C. Conduct seminars, on a monthly basis, designed to help students better understand the impact of sex bias and role stereotyping on individuals.

D. Form self-awareness groups to assist students in recognizing the sex-role biases that they may be imposing on themselves.

E. Recruit learning sites where men and women are functioning in nontraditional job roles.

Third-Party Evaluation -- The third-party evaluation team is made up of four professional people from the Idaho State University Education Department. The third-party evaluation team is responsible for the following major activities:

A. Assistance in establishing measurable student and program objectives.

B. Assembling and administering evaluation instruments.

C. Assessing progress in relation to program objectives.

D. Measuring and evaluating student outcomes and objectives.

The evaluation team is following the evaluation model established and developed by the NWREL whenever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services -- The following strategies will be utilized to achieve sex-fair guidance, counseling, placement, and followup services:

A. A staff development workshop will be designed and conducted to facilitate awareness of sex bias and stereotyping in the schools and in society.

B. Counseling strategies will be developed for encouraging young people to pursue their interests beyond traditional patterns.

C. Skills of the EBCE staff will be developed to assist them in designing project activities that help young people identify their own biases.

Safeguards With Respect to Work-Related Activities of Participating Students -- The EBCE Program requires all student participants to be covered by a health and accident policy. Students are rotated in their learning experiences related to job site experience in such a manner as to prevent them from becoming commercially productive workers.

STATE AND PROJECT NUMBER:	Illinois 502AH60022
TITLE OF PROJECT:	Illinois Experience-Based Career Education Project
PROJECT DIRECTOR:	Dr. Ronald D. McCage Coordinator, Research and Development Unit Vocational-Technical Division Office of Education 100 North First Street Springfield, IL 62777
APPLICATION ORGANIZATION:	State Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$715,713
DURATION:	September 15, 1976 through September 30, 1979

Site Information:

The school districts involved are Decatur School District 61; Joliet Township High School District 204; and Sycamore Community Unit School District 427.

Decatur: This program through its Area Vocational Center, will serve four public high schools and two parochial schools.

Decatur has a population of 94,000 and is an industrially-oriented city surrounded by smaller agricultural communities, known as the "Soybean Capital of the World." The age-sex composition of the region shows the largest distribution in the age groups under ten years and between 20 and 40 years. Manufacturing and retail trade comprise about 60% of the total regional employment in 1970. A very large percentage of the labor market is composed of area residents. The labor market over the next 30 years is expected to grow by 15,000 jobs. About 80% of all the jobs are expected to be in the areas of manufacturing, retailing, and various service occupations.

The disadvantaged students are 23% of the total student population--black, 4,121, Spanish-American, 7, Oriental, 26, Indian, 14, white, 14,736. This program will serve 100-120 students the first year. EBCE student population represents the total student population in composition of race and sex, using the same standard as specified in the State of Illinois desegregation guidelines.

Sycamore: The underlying premise of the program is to implement EBCE into the existing Sycamore High School curriculum.

Illinois

The Sycamore/DeKalb area is composed of these two adjoining cities in agriculture rich rural DeKalb County. DeKalb is a city of 40,000 and is known for its light manufacturing and agriculture-related business. Once heralded for being the barbed wire capital of the world and the home of Wurlitzer Piano, the city is probably best known for being the home of Northern Illinois University.

Sycamore is the smaller of the two cities, population 14,000. In addition to being the County Seat, it is known for its agriculture-related businesses, as well as for the large and extremely productive farms that surround it.

Sycamore High School serves 966 students (465 males, 501 females) in grades 9-12. These students enjoy the best of two worlds; a rural school with very easy acess to community resources usually found only in larger urban centers. In the high school, the percentages of various minority groups are: 2.5% black, .6% Mexican or Cuban, and .2% Oriental. More than 17% of the students are classified as rural. More than 34% of the students are transported to and from school on district owned buses.

The EBCE program will be limited to serving 50-60 students during the first year. Since the percentage of minority groups at the high school is so low, participation in this program by these groups may be presumed to be minimal.

Joliet: This program will expand existing programs at three high schools and two alternate school sites. The population of Joliet is 86,000--85% white, 11.8% black, 4.1% Spanish surname. The 1970 census showed that 5.8% of these people lived below the poverty level; 21% were disadvantaged. Although manufacturing is dominant, agriculture is a prominent feature of Will County's economy. In 1972, 70% of the land use was for agricultural purposes. Corn and soybeans are major corps; dairy herds are the dominant type of livestock.

Joliet High School District serves grades 9-12 and encompasses the largest urban population in Will County, including the largest percentage of minorities and other disadvantaged youth. The student population in the fall of 1975 was 6,556: 74% white, 19.3% black, and 5.5% Spanish surnamed. The dropout rate was 7.1% as of 1975.

The first year of the program will serve 100-120 students. The EBCE program will serve a true cross-section of students in the Joliet schools.

Illinois

Description of the Program:

I. Administrative Structure

The project director reports to the State Director of Vocational Education. Staff from the Research and Development Section will provide consultative services to each of the three local school districts and the third-party evaluator involved in EBCE implementation, evaluation, and dissemination. The consultants, with expertise in career and vocational education, will work as a liaison between the project director and local implementation sites.

A project manager will be responsible for providing assistance for implementation, evaluation, and demonstration of the EBCE program. The project manager is responsible for overall project coordination among the three sites and third-party evaluation, preparation of interim and final reports, development of published communication at all levels, and coordination of consultant services from the educational laboratories for the local schools.

A separate staff position has been established in the Illinois Office of Education for career education. A day-to-day working relationship will be maintained between staff assigned to this project and the career education coordinator.

II. Program Design

This program is designed to implement, evaluate, and diffuse, in a cooperative venture with three Illinois school districts, a comprehensive EBCE program.

The Illinois Office of Education will be responsible for this project and the coordination of EBCE implementation, evaluation, and diffusion in the three participating school districts. After two consecutive years of implementation, evaluation, and internal dissemination within the three districts, technical assistance teams comprised of representatives from each of the three agencies and spearheaded by the Illinois Office of Education will conduct regional awareness conferences/workshops for diffusing EBCE information to local school districts in Illinois and the Nation. In addition, IOE staff will coordinate program implementation concerns to include:

1. The feasibility of providing on-going financial support for local school implementation of the EBCE program.

2. Awarding academic credit to students who successfully complete the EBCE program.

3. Student safeguards needed for EBCE program implementation; i.e., insurance, transportation, etc.

4. Child labor laws and other related legislation or regulations that relate to EBCE implementation.

III. Program Components

The Experience-Based Career Education Program--Decatur: The Northwest Regional Educational Laboratory's model meets the needs of this district. Using a central building, the district will provide a demonstration/diffusion model to the eighteen participating districts. All participating students are required to use career information resources and to select a minimum of five job sites for career explorations each program year. Each site experience lasts from three to five days and must include completion of an exploration package. The program generally requires that students spend at least 15 hours per week on site activities. All participating students will be required to complete ten projects each year they are in the program, two in each of the five Life Skills areas.

Sycamore: The Far West Laboratory's model will be used for this program. The EBCE program will be a part of the regular high school curriculum. Faculty members will be identified as skills specialists to the participating students. The EBCE program will provide Sycamore students in grades 10-12 an alternative approach to learning which they may elect to use in pursuing their individual career development and educational goals. This approach is based on experiential learning. The program will be available for entry and exit at any time throughout the year.

Students elect to enroll in this program to earn high school credit in one or more subject areas and in amounts ranging from one to three units per semester--depending on the student's style of learning. Each student will be required to develop an individualized project plan which covers the subject area(s) in which she/he expects to earn credit.

Joliet: The Far West Laboratory's model will be used in this district. The EBCE Learning Center is located in Central campus. Participating students from East, West, and Central campuses and the two alternate school sites will utilize the Center for large and small group sessions and individual counseling, program planning, and self-directed study activities.

EBCE "exchange" students between Joliet and Sycamore are planned when resources needed by EBCE students are not available in that student's district. For the first three weeks there will be a minimum of 30 contact hours of orientation activity. Then the student will begin on-site exploration of community resources following an individualized plan developed jointly by the student and the learning coordinator.

Illinois

Elimination of Sex Bias and Sex-Role Stereotyping--Representatives of the Illinois Office of Education (IOE) and the three demonstration sites have met and designed a comprehensive plan to counteract the non-productive influences of sex-role stereotyping on this program. A five-step plan has been designed: (1) Each of the counselors, teachers, and administrators will attend a one-day workshop that will aim at creating awareness of the special needs of women with regard to their participation in the EBCE program. (2) An annotate listing of audiovisual aids has been developed that presents information which will encourage the selection of intelligent career choices without regards to societal pressures to conform to traditional sex-role stereotypes. (3) Student process and outcome objectives will be formulated by guidance personnel in each of the three school districts to help resolve sex bias in EBCE counseling, placement, and follow-up. (4) A series of self-evaluation instruments are being developed to assist local school personnel in determining whether their classroom materials, climates, and/or counseling processes are truly sex-fair or are perpetuating growth stifling sex stereotypes. (5) Inservice training will be provided for employers and community representatives to assure that students are provided with an adequate opportunity for participation in all occupational fields and that employers are aware of the need to eliminate counter-productive sex-role stereotypes.

Third-Party Evaluation--Education Management Services, Inc. is the evaluator. Their plan is based upon three types of activities: assembly of instrumentation; assessment of the status of the program; and measurement of student outcomes. Evaluation strategies, including instruments, which have been developed during the past four years by the EBCE programs at the Far West Laboratory and the Northwest Regional Education Laboratory will be utilized whenever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Student process and outcome objectives will be formulated by guidance personnel in each of the three districts to help resolve sex bias in EBCE counseling, placement, and follow-up. Examples of such objectives are: (1) The student will be actively involved in the listing of jobs in generally stereotyped categories for males, females, and either males or females; and (2) the student will participate in the dramatic enactment of a legal suit dealing with sex discrimination.

Safeguards With Respect to Work-Related Activities of Participating Students--Decatur: Students in the EBCE program will be covered by regular student accident and medical insurance. The student will have coverage both during school hours, while at employer sites, and while traveling to and from school and/or employer sites. Students will be rotated in jobs to guarantee career exposure and to prevent gainful activity, thereby maintaining the status of a trainee.

Sycamore: This district will modify its insurance program such that it will satisfy liability for each EBCE student while traveling to and from community resource sites and while engaging in learning activities at

these sites. Current statutes provide for employers to participate with the schools in a bonafide non-paid work experience program which is sanctioned and approved by the Illinois Office of Education provided that the students who participate in such a program are not employees as defined by the Fair Labor Standards Act (FLSA).

Joliet: The students will be covered by regular student insurance including accidental, medical, and death or dismemberment up to $5,000 per accident while involved with the EBCE program. The intent of the EBCE program is not to provide an employer-employee relationship. The school district will develop a training agreement to be signed by both school officials and resource organizations to cover the legal provisions of the FLSA.

IV. Unique Feature

A cooperative effort between the Illinois Office of Education and the three participating sites. The IOE will coordinate implementation, evaluation, and diffusion.

STATE AND PROJECT NUMBER:	Indiana 502AH60048
TITLE OF PROJECT:	Urban Area Experience-Based Exploration for Career Decisions
PROJECT DIRECTOR:	Dr. Wally Hoffman Director of Secondary Instruction Room 501-F Indianapolis Public Schools 120 E. Walnut Street Indianapolis, Indiana 46204
APPLICANT ORGANIZATION:	Indianapolis Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$412,751
DURATION:	January 15, 1977 through January 14, 1980

Site Information:

The project operates within the Indianapolis Public Schools and involves eleven secondary (9-12) schools.

According to the 1970 census the population of Indianapolis was 485,080. Center Township, which comprises most of IPS was 60% white and 40% non-white in 1970, which was a 31.55% reduction in white population and 18.49% increase in non-white population since the 1960 census. Census data for all of Marion County (1970 population 793,590) listed percentages of population by employment as 21.5% professional and technical, 12% managerial and administrative, 30.7% clerical, 19.4% crafts, and 16.1% service occupations. Business and industrial activity in the Indianapolis area is diverse, including: construction; manufacturing; transportation; communication; utilities and sanitary services; wholesale and retail trade; finance; real estate and insurance; business and repair; personal, health, educational, and other professional services; public administration; and other industries.

The project participants are to be representative of the total pupil population. The 1976 pupil population includes 11,490 non-white and 12,827 white students for a total of 24,317. The percentage of non-white high school students is 47.2%. Students in special education at the secondary level represent less than 1% of the total. Disadvantaged students represent about 13% of the total of IPS secondary students.

Indiana

Description of the Program:

I. Administrative Structure

The project director is also the Director of Secondary Instruction for the district and reports to the Assistant Superintendent for Curriculum and Supervision. He is responsible for the general organization and administration of the project. He also articulates the program to the community and works with the principals and district administration to set policy. In addition, the project has a program coordinator, who is responsible for the day-to-day operation of the project and four Community Relations Specialists. The Coordinator of Career Education and the Supervisor of Vocational Education report to the project director in his capacity as Director of Secondary Instruction, providing an excellent opportunity for coordinating the project with other related district activities.

II. Program Design

The program is an infused, integral facet of the total curriculum. Its objectives include:

a. Development of student independence and self-reliance growing out of decision-making.

b. Acquisition of positive work habits and job skills.

c. Development of self and career awareness.

d. Identification of skills and knowledges common to occupations within and across occupational clusters.

e. Familiarization with job hierarchies (ladders).

f. Provision for school-community linkages.

g. Provision of entry-level job skills for each student who completes the cluster program.

The phases of the program will be at two levels. During the first year 10th graders will engage in awareness, exploration, competency-building, and skill acquisition. This will take place with 230 students (30 per high school). They will then, during their 11th grade year, engage in further exploration and/or specialization through a 90-day work experience. Follow-up activities of EBCE program components will also occur. The third year, these students, who will then be 12th graders, will be given work experience and/or enrollment in a vocational skill unit or academic program. Further follow-up of EBCE program components will also occur.

The second level includes an awareness unit for 9th graders during the first year, and exploration, competency-building, and skill acquisition during their 10th grade (30 students per school or 330 students). Further exploration and/or specialization through career education system-wide options and/or 90-day work experience will also be offered.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program -- The IPS plan includes strategies, techniques, and methods of the Northwest Regional Educational Laboratory's EBCE program. It will be an integral part of the on-going career education program (GOl curriculum) which has been mandated for all 9th grade students, in which they explore the 15 USOE occupational clusters and study in-depth three areas of interest.

Elimination of Sex Bias and Sex-Role Stereotyping -- The process of eliminating stereotyping will begin with staff selection. This will be accomplished by utilization of ability as the major criteria, but with special recruitment efforts directed toward the acquisition of qualified females. Care will be exercised to eliminate reverse sexism.

Materials presently in use at IPS Career Guidance Centers have been rigidly reviewed to eliminate the use of those which display race or sex stereotypes. Additionally, seminars focusing on career-related sex-role stereotyping will be held, including emphasis on relevant Federal and State legislation and regulations. Students will observe and/or share a work experience with an employee in a nontraditional work role. Further materials which focus upon sex bias will be acquired for investigation and discussion. Special attempts will be made to eliminate sex and race stereotyping by staff, students, and learning-site instructors in placement.

Third-Party Evaluation -- The third-party evaluation will be based on materials and instrumentation developed by NWREL. This will include such validated instruments as the Comprehensive Test of Basic Skills, Psychological Maturity Scale, the Self-Directed Search, and the NWREL Experience-Based Career Education Semantic Differential. Additional instruments will be developed for assessing the attitudes of employers, project staff, parents, and the students themselves. A comparison group will be used in each participating school, consisting of students in another vocational program or students not selected for the EBCE project.

Sex-Fair Guidance, Counseling, Placement and Follow-Up Services -- The program will focus upon elimination of both race and sex stereotyping by emphasizing the widespread attitudinal biases toward all persons in nontraditional roles. In the process of group guidance students will be encouraged to become aware of their own sex- and race-role

biases and the concomitant self-limitations imposed by these belief systems. Critical thinking activities will aid students to progress beyond these prejudices and truly conceptualize the tremendous range of universally available career possibilities.

Information gained from a comprehensive survey of the business community with regard to those which have made major changes in employment practices such as the utilization of men and women in nontraditional, nonstereotyped roles; the affording of equal positions to persons regardless of sex and/or race; and knowledge and experiences of local personnel will be included in guidance, counseling, placement, and follow-up services.

Safeguards With Respect to Work-Related Activities of Participating Students -- Employers will be covered under an IPS liability plan. The Area Director of the Wage and Hour Division has received a copy of the proposal. The Fair Labor Standards and Department of Labor regulations regarding non-paid work experiences will be rigidly observed. Regulations will include:

1. Training will be similar to that which would be received in a vocational school.

2. Training will be solely for the benefit of the student.

3. Students will not replace, but will work under the close observation of, regular employees.

4. The employer will derive no immediate advantage from the activities of the student.

5. Students will not be necessarily entitled to a job at the conclusion of the training period.

6. Both employers and students understand that students are not entitled to wages.

IV. Unique Features

The Urban Area Experience-Based Exploration for Career Decisions has several unique characteristics.

1. The IPS EBCE program is not an alternative program, but an infused, integral facet of the traditional program.

2. The intent of the program is to eventually serve all of some 8,000 10th graders with two-day on-site career exploratory experiences.

3. The IPS EBCE program has the unique advantage of a three-year first phase of a career education program upon which to build. In this program 9th graders have been exposed to a semester of orientation, 9 weeks of which was specifically career education. In 1977-78 the 10th grade students will, as a continuation of this program, receive in their regular language arts program, a two-week unit on pre-employment communication skills and knowledges.

4. The IPS EBCE program includes a dissemination component which has as target audiences the vocational director's spring conference, the State Vocational Advisory Council, State Career Education Advisory Council meetings, IPS parents, and the Indianapolis SMSA through the mass media. Each of the four NWREL manuals will be made available to all requesting school corporations along with materials developed by IPS through the Indiana Curriculum Materials Resource Center. Project data will be made available also to both the Northern and Southern Indiana Career Centers. Visits from interested personnel will be invited.

STATE AND PROJECT NUMBER:	Indiana 502AH60001
TITLE OF PROJECT:	A Proposal to Expand and Improve the Instructional Strategies, Methods, and Techniques of Research for Better Schools' (RBS) Experience-Based Career Education Program With a Currently Existing K-12 Career Education Program
PROJECT DIRECTOR:	James E. Williams Career Resource Center 510 West Spring Street New Albany, Indiana 47150
APPLICANT ORGANIZATION:	New Albany-Floyd County Consolidated School Corporation 802 East Market Street New Albany, Indiana 47150
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$494,700
DURATION:	September 17, 1976 through September 16, 1979

Site Information:

The New Albany-Floyd County area is Southern Indiana's midpoint along the Ohio River. It is located across the river from Louisville, Kentucky, with immediate access to a vast assortment of industrial and business resources. In addition to the advantage of being part of the Louisville Metropolitan District, Floyd County has the advantage of a thriving metropolis with rural surroundings and a small town atmosphere. In addition to several large firms and a rapidly growing industrial park, Floyd County is populated with small farms and residential areas. The County population is 56,622 with 50% of family incomes in the $5,000-$9,999 range. The student population totals 12,575 with 94% of the students being white. Approximately 1.43% of the student enrollment is handicapped. The EBCE student population will be a cross-section of the total school population and participation will be open to all students in grades 10, 11, and 12 in the two local high schools.

Description of the Program:

I. Administrative Structure

An established system-wide Career Resource Center will be expanded to become the coordinating unit for the project. This Center is a functional

instructional materials and service center, with office equipment to supply the support needed by the project staff. The project director reports to the Assistant Superintendent for Vocational and Continuing Education and is responsible for the management of the project; for relations with participating schools, parents, and students; and for leadership for continuing developmental activities. His staff consists of a Career Education Program Resource Manager, who coordinates people, materials, and other community resources, and three Career Inquiry Specialists, who serve as combination counselor/teachers. In addition, the project has the services of a Program Assistant and a Task Force which is developing plans for an Academic Resource Center.

II. Program Design

NAFC/EBCE is a progressive, three year, secondary career exploration program. It serves as the culmination of a well organized, flexibly structured, total career education plan, grades K-12. NAFC/EBCE is preceded by an established, comprehensive career awareness and guidance program, grades K-9. It is available to all students within the corporation regardless of sex, race, ability, or background. Experience-Based Career Education involves and requires the support of a large cross section of the employing community.

The major objective of the project is to facilitate improved career decision-making capabilities by expanding student personal, occupational, and curricular awareness and thereby provide students with the knowledge and reality-based experience to make rational decisions related to academic and career plans. The strategy for accomplishing project goals is to provide a systematic career education program beginning with elementary-based self exploration activities, extending into intermediate hands-on occupational study experiences, and finally culminating with extended first-hand pre-vocational, pre-academic, RBS/EBCE inquiry opportunities for senior high students.

III. Program Components

The Further Development and Demonstration of the Instructional Strategies, Methods, and Techniques of the National Institute of Education's Experience-Based Career Education Program in an Expanded and Improved Cooperative Vocational Education and/or Work Experience Program. -- The NAFC Consolidated School Corporation already provides extensive vocational education opportunities, consisting of four cooperative work experience programs and 28 major vocational courses of study. It is, therefore, reasonable to assume that an expanded, preliminary student awareness of vocational and academic programs offered, training and job performance requirements, and personal career preferences will result in more rational, meaningful student educational planning.

The NAFC Consolidated School Corporation's plan of operation closely replicates the established, approved operational strategies, procedures,

and management plan recommended by Research For Better Schools (RBS), Philadelphia, Pennsylvania. The Research for Better Schools' (RBS) model defines itself as inputs for decision-making. By using this model at this time to supply the career guidance element and the career community interaction system, the NAFC Consolidated School Corporation provides students with information about self and the employing community that can be utilized as inputs for decision-making. The decisions made by the students benefit those choosing vocational training programs as well as those concentrating on regular academic content areas.

During the tenth and eleventh grades, students may participate in a total of three one-week resource explorations. During the 12th grade seniors may take part in one personalized investigative experience consisting of one day per week for nine consecutive weeks. These career inquiries are spaced so that no student will have more than one per semester. Practical subject area-related projects will be submitted by students as compensation for all but the most essential classroom assignments they may have missed during EBCE days. These projects must be negotiated to the satisfaction of both teachers and students. Supplemental subject area credit, and, in the case of seniors, complete special course credit will be received for satisfactory performance. Example: (Student's must complete subject area accountability forms reflecting how their inquiry experience related to specific subject areas.) There will be no more than twenty-four students or four teams per CIS out of school in any given week. Since students come from a wide diversification of classrooms and subject areas, regular classes may proceed as usual without disruption or massive absenteeism. Student transportation for these explorations and investigations are provided by school bus, transportation, or private automobile. It is estimated that three career inquiry specialists working with a maximum of three teams each per week (teams are comprised of 6 students) for the maximum number of uninterrupted school weeks (28) can provide 1512 student career exploration experiences a year. If need be, CIS personnel can accommodate 4 teams per week increasing potential student exploration offerings to 2016 per year. While large numbers of student placements can be managed by RBS/EBCE school personnel, the degree of massive program expansion potential will be directly related to the community's ability to provide the required number of exploration sites.

Elimination of Sex Bias and Sex-Role Stereotyping -- The NAFC Consolidated School Corporation currently is participating in a State Board of Vocational Technical Education study, "Sex as a Determinant of Vocational Choice." This study identifies students whose indicated vocational plans are incongruent with their measured interest patterns but are congruent with common sex stereotyping. The study provides base line data to develop strategies to eliminate or negate the influences of sex stereotyping on vocational choice. In addition to the above, efforts will be made to identify women and men in nontraditional work roles to work with young people in the project. Young people will be

placed in exploration and training opportunities without regard to traditional practices in vocational education and work.

Third-Party Evaluation -- The evaluation of the NAFC/EBCE will be performed by New Educational Directions, Inc. (NED), located in Crawfordsville, Indiana. The structure of the NAFC/EBCE evaluation program consists of four levels: management and coordination, implementation, individualized learning plan, and student outcome.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services -- The NAFC Consolidated School Corporation is committed to sex-fair guidance counseling, placement, and followup. Experience-Based Career Education services include the development of process objectives and measurable student outcome objectives for sex-fair guidance and counseling with respect to career decision-making. A series of in-service counselor workshops dealing with sex-fair guidance procedures will also be conducted during the school year.

Safeguards With Respect to Work-Related Activities of Participating Students -- Insurance is provided to cover the safety and well-being of the young people while being transported as well as while actively involved in work-related activities. In the case of non-paid, work-related learning activities, all project activities are designed and operated in full recognition of the intent of the child labor provisions of the Fair Labor Standards Act, including the avoidance of hazardous occupations. The Area Director of the Wage and Hour Division of the U.S. Department of Labor has reviewed the proposed project design and will provide guidance and direction.

IV. Unique Features

The NAFC/EBCE project provides a systematic career education program, beginning with elementary-based, self exploration activities, extending into intermediate, hands-on occupational study experiences, and finally culminating with extended, first-hand, pre-vocational, pre-academic, experience-based inquiry opportunities for senior high students.

Cost effectiveness is one of the prime goals of the NAFC/EBCE project. The project design exhibits the potential to accommodate many more students than the original NIE/EBCE pilot projects and still maintains fidelity with NIE/EBCE goals and objectives.

STATE AND PROJECT NUMBER:	Iowa 502AH60021
TITLE OF PROJECT:	Project Rural Iowa - EBCE
PROJECT DIRECTOR:	Quentin Weidner Iowa Central Community College 330 Avenue "M" Fort Dodge, Iowa 50501
APPLICANT ORGANIZATION:	Iowa Central Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$406,479
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The 33 school districts involved in this project in the three years of duration are located in Buena Vista, Sac, Pocahontas, Humboldt, Wright, Calhoun, Webster and Greene Counties. The area population is largely northern European in origin (German and Scandinavian). There are no ethnic racial minority populations. The student dropout rate is approximately 1.9%. The disadvantaged population that qualifies for Title I assistance is approximately 5%-8% of the total school population. This is solely an agricultural-supported business area. The county seat towns are the centers of trade and industry. The business and trade industries consist of small food packing plants, light manufacturing plants, numerous agricultural grain elevator complexes, and legal, medical and professional facilities. The other smaller towns are largely service oriented with very little difference between communities.

EBCE student quotas for the project for each school are approximately 7% of the senior class population of each school. The EBCE student population represents the same student population in composition of sex as are in each local school. Guidelines established for the project specify one-third of EBCE students will be liberal arts college-bound students, one-third bound for postsecondary vocational technical training and one-third destined immediately for the world of work. This designation is based on a study of student follow-up records for this geographic area.

Description of the Program:

The implementation of EBCE as an alternative curriculum offering to high school seniors in the 33 community school districts is based on the concept of the formation of three distinct leagues of schools (consortiums). These have been in operation since 1972 when Iowa Central Community

College established with the three leagues of schools six sites for secondary career exploration and preparatory programs. Eighteen programs are offered at these six sites. EBCE will be an alternative curriculum for these same schools through the collective concept of three leagues of schools. Learning Coordinators are housed in facilities provided by Iowa Central Community College at the secondary Career Education Centers.

I. Administrative Structure

The project director reports to the Assistant Superintendent for Curriculum and Instruction, Iowa Central Community College. He is responsible for the entire management of the program in all 33 schools. Learning Coordinators, Experience Site Analysts and secretarial staff report directly to the project director. The superintendents of each school meet as a league on a monthly basis. The Assistant Superintendent of Curriculum and Instruction acts as the secretary for each league group. The project director reports directly to each league on a monthly basis.

An area-wide Advisory Committee has representatives from the schools involved, parents of EBCE students, EBCE students, and members of businesses and industries. The project director acts as secretary to the Advisory Committee. The project director also acts as the secretary to a Sex-Role Stereotyping Committee and a distinct Parent-Student Advisory Group. These three committees give direct assistance to the project. The Assistant Superintendent of Curriculum and Instruction, Iowa Central Community College, is directly responsible for the entire project in representing the project to the Department of Public Instruction. The DPI has identified a representative to serve both the superintendents' group and the overall Advisory Committee. Through the DPI representative direct communication is established with the DPI Career Education Division and DPI Vocation Division.

The project director is responsible for overall project coordination among the schools, development of sites, third party evaluation, preparation of interim and final reports, development of published communication at all levels of coordination, and for the coordination of Appalachia Educational Laboratory technical assistance.

II. Program Design

The Experience-Based Career Education Program will demonstrate the significance of an exploratory vocational program for high school students that combines academic instruction with community-based experience learnings in a joint cooperative effort. The project will serve 60 students in the pilot year (1976-77). In Year II (1977-78) 12 additional community schools will be included with 40-45 EBCE students in this group. In Year III (1978-79) another 12 schools will be included with 40-48 EBCE students in this group. At the end of the three-year grant period, 33 community school districts in an eight-county area will be served by the project. This will involve over 150 students.

Iowa

The program goals are as follows:

A. To demonstrate and evaluate the EBCE-AEL Model Program in terms of its

1. Cost effectiveness in terms of per-pupil cost.
2. Degree of community involvement.
3. Organizational effectiveness within a league of schools framework.
4. Student outcomes.
5. Compatibility with existing school curriculum.
6. Ability to reduce the level of youth unemployment.

B. To cause more interaction between the school and the community in the education of their youth.

C. To provide for volunteer students, through experiential learning opportunities, an awareness of career opportunities other than that preferred by Iowa's traditional exploratory programs.

D. To demonstrate the EBCE-AEL model in a truly rural setting.

The project will provide school and community coordination for students to acquire first-hand information about what people actually do in their daily work and what kinds of knowledge and skills are needed to enter and succeed in particular careers. Students will be engaged with adults in all walks of life in paid and nonpaid work experiences including a variety of businesses, governmental agencies, civic organizations, museums, libraries, and others. Credits will be earned toward high school graduation. A project director and staff of eight full-time Learning Coordinator positions will be provided by the grant.

III. Program Components

The Experience-Based Career Education Program (EBCE) -- This program is designed to implement, evaluate, and diffuse a Priority I EBCE program in a cooperative venture between Iowa Central Community College and 32 community school districts. The Appalachia Educational Laboratory Model (AEL) is used.

Students enrolled in the program will work under the direction of a Learning Coordinator. An orientation process accesses a student in five ways to his career goals. Each student identifies three career areas to explore. Students spend four days per week at an Experience Site and one day per week working with the Learning Coordinator. At each Experience Site a resource person identifies with the student and his career goals. While at the site each student is able to pursue his academic credits needed for graduation. The Learning Coordinators are situated at a centrally-located center to serve the needs of a maximum number of students.

Some Learning Coordinators work out of two centrally-located centers in order to serve students nearer their Experience Site. Each student spends a minimum of 15 clock hours per week in the program. A student may participate in his home school's extra curricular activities. The flexibility of schedules accommodates the student's individualized program. Students must spend at least two weeks at each site. Each EBCE student enrolls in the Career Education course and at least one other academic course.

Elimination of Sex Bias and Sex-Role Stereotyping -- Four strategies will be employed to assure the elimination of sex bias and sex-role stereotyping:

A. A subcommittee of Title IX representatives of Iowa Central Community College and the Department of Public Instruction, Urban Education Section, State of Iowa, will prepare a checklist for use in evaluation of sexism in the curriculum materials.

B. The Urban Education section of DPI will provide workshop sessions to project staff, as needed, to work on curriculum materials.

C. All schools in the project (33) have completed the five-step Title IX compliance. Additionally, Appalachia Educational Laboratory has provided the project with revised materials that provide for the elimination of sex bias and sex-role stereotyping. Learning Coordinators have been trained in this process by Appalachia Educational Laboratory at Charleston, West Virginia.

D. Iowa State University and the Title IX staff of Iowa Central Community College will provide workshops for Learning Coordinators in the elimination of sex bias and sex-role stereotyping in the development of each student's learning plans (activity sheets). Self evaluation instruments are available to indicate student understanding of sex bias and sex-role stereotyping. These same workshops will be attended by the resource persons in the community so that Experience Sites are free from sex bias and sex-role stereotyping.

Students will be placed in occupational sites that are free of sex-role stereotyping for their career experiences.

Third-Party Evaluation -- Dr. Ralph Van Dusseldorp and Dr. Judy Edwards, University of Iowa, are the third-party evaluators. The plan is based on three types of activities--assembly of instrumentation, assessment of the status of the program, and measurement of student outcomes. Evaluation strategies, including instruments, which have been developed by Appalachia Educational Laboratory will be utilized wherever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Guidance counselors, working under the direction of the project director, will formulate processes to help resolve the sex bias in EBCE counseling, placement, and follow-up. The services of the Placement Department of Iowa Central Community College will be available as an additional resource in establishment procedures.

A workshop will be conducted by Title IX Department of Public Instruction department personnel and the Guidance and Counseling Department of Iowa State University to instruct guidance personnel in the accomplishment of goals established in sex-fair guidance, counseling, placement, and follow-up services. Each student in EBCE will be able to utilize a self-assessment instrument that will aid in determining whether the goal of sex-fair guidance has been accomplished.

Safeguards with Respect to Work-Related Activities of Participating Students -- Students in the EBCE program will be covered by regular student accident and medical insurance. The student will be covered during school hours, while at employer sites, and while traveling to and from school and/or employer sites. Students will be rotated in jobs to guarantee career exposure and to prevent gainful activity. The six steps of an Iowa Employer School Program will be followed, thereby guaranteeing the status of a trainee.

Parental permission is obtained to allow students under 18 to participate in the EBCE program. Permission is obtained to permit the gathering of information relative to third-party evaluation. Those students who lack the resources of transportation to site will be provided that transportation resource in accordance with permissible guidelines as established by the Department of Public Instruction, Transportation Division.

IV. Unique Features

The most unique feature of this program is the cooperative agreement between Iowa Central Community College and 33 school districts. The geographic area of eight counties identifies the importance of time and distance in the management of the program. Schools vary greatly in size. The traditionalism of these school curriculums has limited the career opportunities of the students. Reliance upon community resources is the most viable solution. The delivery system that has been structured (leagues of schools) is necessary to guarantee equal educational opportunity through EBCE to the isolated rural schools of Iowa.

STATE AND PROJECT NUMBER:	Kansas 502AH60070
TITLE OF PROJECT:	Vocational Education Innovation Experience Based Career Education
PROJECT DIRECTOR:	Mr. Ken Best Coordinator of Career Education Wichita Public Schools Educational Services Building 640 North Emporia Wichita, Kansas 67214
APPLICANT ORGANIZATION:	Wichita Public Schools 428 South Broadway Wichita, Kansas 67202
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$388,833
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

This project operates within the Wichita Public Schools, Unified School District #259, Wichita, Kansas. Presently there are 78 elementary schools, 16 junior high schools, and 6 senior high schools. Enrollment as of September 15, 1975, was elementary - 27,009; junior high - 11,822; and high school - 12,280 respectively. Twenty-two special attendance centers include the Wichita Area Vocational Technical School, Continuing Education, Special Education, and others. A wide range of academic and general education programs are offered with well over 5,000 senior high school students taking advantage of vocational programs.

Wichita High School East has been identified as the site for the development of the EBCE model. As an urban high school, East is located on a 75-acre campus that houses a small junior high school and the Wichita Area Vocational Technical School complex. The easy accessibility to such an extensive technical resource is an important factor in the selection of East as the test site. Additionally, the Metropolitan Transit Authority buses stop at the campus on their regular route. With the anticipated increase in community involvement, the availability of transportation will prove invaluable to students and resource persons who for various reasons do not drive or own cars. East High School is conveniently located with respect to the commercial, cultural, and industrial areas of Wichita.

Kansas

According to the most recent figures 76.3% of the student population are Caucasian, with 19.8% black, 2.1% Spanish/Mexican, 1% American Indian, and .6% Asian/American. An analysis of the professional staff at East indicates that 89% are Caucasian, 8% black, 1% Spanish/Mexican, 1% American Indian, and 1% Asian/American. Forty-five percent of the 96 professional staff members are female including the principal.

According to the 1974 U.S. Census and the Metropolitan Planning Department, the population of the city of Wichita is 264,669, with 378,745 people living within the Standard Metropolitan Statistical Area. The city of Wichita is comprised of 89% Caucasian, 10% black, and 1% other.

During the three year duration of the project, the EBCE program expects to serve approximately 200 students on a full-time basis. In addition, it is expected that another 300 students will have the opportunity to have a part-time EBCE experience during the funding period.

Description of the Program:

I. Administrative Structure

The project director has the responsibility to operate as the liaison representing the Wichita EBCE project to the local Board of Education, the Kansas State Department of Education, and the United States Office of Education. In addition, the project director is responsible for the overall project coordination including preparation of both interim and final reports.

The Director of Operations (on-site director) reports directly to both the building principal and the Coordinator of Career Education (the project director). This procedure establishes a dual line of communication to the Director of Secondary Education for the Wichita Public Schools.

II. Program Design

The Wichita EBCE program is designed to be integrated into the existing school system structure by the end of the funding period. This points to the necessity to establish a firm foundation for the continued existence of the program based on student and parent needs and desires, community support, and educational effectiveness. The following statements, dealing with the effect EBCE will have upon the youth it serves, provide that foundation.

A. Young people who participate will acquire basic academic skills which are at least equal to their counterparts in a traditional program and which are required for adaptability in our rapidly changing society.

B. Young people who participate will demonstrate that they have developed work habits which are superior to those developed by young people in a traditional program (evidenced by the ability to establish goals, make commitments, and persevere to the accomplishment of their goals, by rate of attendance, by punctuality, and other measures deemed appropriate).

C. Young people who participate will show more positive attitudes toward work and will, in stating personal values, indicate a desire to work.

D. Young people who participate will demonstrate a higher level of career decision-making, job-hunting, and job-getting skills than will young people in a traditional program.

E. Young people who participate will demonstrate a higher level of self-awareness and career-awareness than will young people in a traditional program.

F. Young people who participate will have greater awareness of their opportunities for continuing and recurrent education after they leave the formal system of schooling than will young people in a traditional program.

G. Young people who participate in the program will have a higher level of satisfaction with their choices of education and work than will young people in a traditional program.

H. Young people who participate in the program will be more likely to select career areas, for their career goals or for career preparation, which are different than those normally expected for their sex role than will young people in a traditional program.

I. Young people participating in projects will have a higher level of knowledge and understanding of the relationships between their academic, career, and interpersonal skills and their ultimate success in careers than will young people in a traditional education program.

J. Young people who participate will experience reduced feelings of alienation from their parents, their school, and their communities.

K. Young people who participate will view their learning environment as more friendly and conducive to their own self development and career development.

L. Parents, students, employers, labor union, and other involved community members, will demonstrate a positive attitude toward, and continual support of, the EBCE program.

III. Program Components

The Experience-Based Career Education Program -- The Appalachia Educational Laboratory in Charleston, West Virginia provides the model for the Wichita EBCE program. This model seems to best meet the needs of the students at this time.

The Experience Based Career Education (EBCE) learning format is designed to provide an educationally functional alternative to the system of classroom learning. As a participant in the EBCE school, students receive academic credit toward earning a regular high school diploma and, in addition, begin to explore the multiple dimensions of various career areas while learning to master some of the skills they will need to function successfully within the complex and demanding adult world.

EBCE students spend at least 80% of their regular school year on job sites in the community. By keying the students' learning to these various job sites, known as experience sites in the EBCE program, each student has the opportunity to learn decision-making and career choice skills. The community becomes the school and each individual experience site functions as a unique classroom for EBCE students. Specific academic course objectives, agreed upon by both the student and his/her Learning Coordinator, are met by each student within the learning context of the experience site. A resource person at each experience site, along with the student's Learning Coordinator, monitors the students' learning experiences and provides individualized help when needed.

During a school year, each EBCE student will learn at a number of experience sites spending from one to nine weeks at each site. Throughout the year, students spend four days each week in the community on experience sites. One day each week is spent with his/her Learning Coordinator in individualized conferences and with the Counseling Coordinator in small group conferences.

The instructional system integrates the basic skills -- career decision-making skills, basic academic skills, job-related skills, and life-role skills -- which blend into the total learning process for each student. Each student's unique interests, abilities, academic background, and personal traits combine with skill development activities to produce an individualized learning plan for that student. These learning experiences all have two component parts, i.e. an academic component and a career component.

The academic component is designed to create a set of learning experiences which integrate the student's academic requirements and his/her interests.

The career component which deals with career exploration is then integrated into the academic component. To select and/or compose academic activities and to construct the student's program in career exploration, the Student Program Guide is used.

A Student Career Guide focuses on three dimensions of learning: occupational awareness, self-awareness, and career planning/decision-making. Essentially, EBCE students assess these three dimensions throughout the year. They use their site experiences to learn about occupations, specific jobs, and the generalized world of work (getting a job, relations with supervisors, promptness, etc.). They assess the meaning of such information in terms of their growing awareness of who they are, their values, abilities, interests, and temperaments. They then evaluate these insights to determine implications for possible career options and plans. The unique combination of these career decision-making skills with basic academic skills and job-related skills will provide the basis for more productive family, community, and political relationships.

Through the EBCE program students may earn credit toward graduation in a variety of courses. Generally these courses fall into five broad curriculum areas: language arts, science, mathematics, social studies, and career education. Credit earned in the EBCE program will be applied toward the twenty (20) credits students must have in order to receive a diploma and EBCE students will graduate with their schoolmates who are pursuing a regular high school course of study.

Elimination of Sex Bias and Sex-Role Stereotyping -- An integral part of the project is the outcome objective: Young people who participate in the program will be more likely to select career areas for their career goals, or for career preparation, which are different than those normally expected for their sex-role than will young people in a traditional program. In obtaining this objective, a four-phase program for the elimination of sex bias and sex-role stereotyping will be implemented.

Phase I

During the second semester, the staff will participate in two inservice workshops. The initial workshop is designed to raise the level of consciousness of the participants to sex bias and sex-role stereotyping. Included in this raised level of consciousness will be a self-analysis by each participant of personal attitudes toward sex bias and stereotyping. Also during the second semester, a subsequent inservice will provide competence in sex-fair techniques including how to create a non-sexist atmosphere, training in individual and group counseling techniques that are sex-fair, and awareness of local, State, and national resources (material, people, and organizations) that lend themselves to non-sexist materials and programs.

Having completed awareness and technique development, the staff will conduct an orientation to sex bias and sex-role stereotyping for the students involved in EBCE. Included in these sessions will be simulations of role stereotyping and bias with a focus on how to handle such situations. In addition, specific sessions designed to help the students feel good about their choices of nontraditional roles will be held.

Phase II

Careful selection of curriculum materials, media, and evaluation instruments to insure that such material is not biased and that sex-role stereotyping will not occur. Further, curriculum materials, media, or evaluation instruments developed locally for the project will be free of sex bias and sex-role stereotyping.

Phase III

The identification and maintenance of contacts with local services that will assist in the identification of women and men in non-traditional job roles will result in a comprehensive catalog of placement opportunities that provide such opportunities. All students will be encouraged to consider all types of careers and to make choices based on their interests and ralents rather than on their sex. As a result, at least 10% of EBCE students will be placed in nontraditional job roles.

Phase IV

In the placement of any student the emphasis will be placed on that student's interests, abilities, academic objectives, and career desires.

Third-Party Evaluation -- The third-party evaluators for the Wichita EBCE project are Dr. George Crawford and Dr. Cecil Miskel from the University of Kansas. Dr. Crawford and Dr. Miskel will monitor the attainment of each of the process objectives and each of the student outcome objectives identified in the Wichita EBCE proposal. Using a combination of AEL developed evaluation materials and a series of standardized tests, the evaluators will be able to measure gains made by EBCE students in relation to the gains made by students not in the program by using a pre-test/post-test format with both a control and an experimental (EBCE) group of students.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services -- As indicated in the section on Sex Bias and Sex-Role Stereotyping, staff and students will participate in workshops designed to increase their awareness of sex bias and role stereotyping. Additionally, specific competence in sex-fair guidance will be gained by staff through these same inservice sessions.

Specific local, State, and national resources that are concerned with sex-fair practices will be contacted for additional recommendations and referral to individuals who can provide particular kinds of guidance to those who work with students.

Instruments used as guidance or evaluative assessments will conform to Title IX guidelines. As a school system, policy and instrumentation showing sex bias or stereotyping is no longer used or purchased.

Finally, equal opportunity for any guidance, counseling, or instructional program will be provided. To insure that sex-fair guidance occurs, guidelines and regulations will be developed and implemented as EBCE operational policy.

Safeguards With Respect to Work-Related Activities of Participating Students -- Insurance has been arranged for with the C. Ray Tyler agency as underwritten by Continental Casualty Company and the Washington National Insurance Company. This coverage provides benefits for accidental death or dismemberment and hospital, surgical, emergency, x-ray, and physician. Experience sites will be advised of their obligations to comply with the Occupational Safety and Health Act (OSHA). Students will not be placed with sites failing to comply with the OSHA standards. Those sites with students which are determined to be in OSHA violation will be advised of the violation and student selection of those sites will cease until the violation is corrected. All project activities will also comply with the provisions of the Fair Labor Standards Act. Specific rulings from the U.S. Department of Labor, Employment Standards Administration, have been obtained that clarify the circumstances under which EBCE can occur and comply with the Fair Labor Standards Act. The operation of the Wichita EBCE program will at all times comply with these rulings and the guidelines established in the Fair Labor Standards Act.

IV. Unique Features

The EBCE program in Wichita operates as a school within a school; a complete alternative for students electing EBCE. During the funding period, it is expected that EBCE will become a real option for many of the 1800 students East High School serves daily.

STATE AND PROJECT NUMBER:	Kentucky 502AH60002
TITLE OF PROJECT:	A Demonstration Model of the National Institute of Education's Experience-Based Career Education Program
PROJECT DIRECTOR:	Frances L. Ruhlin Experience Based Career Education Fayette County Public Schools System 701 East Main Street Lexington, Kentucky 40502
APPLICANT ORGANIZATION:	Fayette County Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$413,571
DURATION:	September 28, 1976 through September 27, 1979

Site Information:

The school district involved is the Fayette County Public Schools System, serving the metropolitan areas as well as students in the county.

Fayette County has a population currently exceeding 185,000. Maintaining a strong business and industrial base, the civilian labor force exceeds 101,000 with total employment being nearly 97,000. Recent Bureau of Manpower Services figures show an unemployment rate in this county of approximately 4.4%.

This program will serve four senior high schools with an 11th and 12th grade enrollment of 4,878. The student population is made up of 81% white and 19% black. Disadvantaged students comprise 20% of the senior high enrollment. The EBCE program anticipates an enrollment of 100-120 students the first year and represents a cross-section of the student population.

Description of the Program:

I. Administrative Structure

The Director of Vocational and Career Education for the Fayette County Public Schools System has coordinated all facets of the development of the implementation plan and has been administratively responsible for monitoring implementation of the program. The project manager is directly

responsible to the Director who is providing management training until the project manager is adequately trained to assume greater program responsibilities. At such time, the project manager will be responsible for monitoring the implementation and coordination of the overall program among the four senior high schools. Coordinating the third-party evaluation, preparing interim and final reports, and disseminating information regarding the program are likewise the project manager's responsibilities.

II. Program Design

This program offers 11th grade students an alternative approach for completion of a substantial portion of the high school graduation requirements. Students earn course credits by carrying out different types of learning activities in the community with various businesses and agencies serving as instructor/guides. Individualized learning plans are jointly developed by students and teachers, and serve as a basis for all EBCE program activities.

These learning plans integrate three curriculum areas into nearly all student activities - basic academic skills; life-skills, such as decision-making processes; and career development, such as identifying career interests and employability skills.

The management plan for implementation initially includes the selection of a third-party evaluator, development and/or selection of data collection instruments, selection of student participants, and the collection of student baseline data. During program operation, learning plan negotiations and explorations take place. Concurrently, a site network is established and the advisory committee functions. Procedures for eliminating sex, race and socio-economic bias are carried out through learning plans, site placement, and employer seminars. During the 1976-77 school year, EBCE participants for the 1977-78 school year will be selected. An internal review of progress toward project implementation will be made and reported to the Board of Education. Complete evaluation will be made and dissemination literature will be prepared.

This plan will be followed for 1977-78 and 1978-79 with the addition of developing continuation steps for EBCE with local resources after federal funding ends.

III. Program Components

The Experience-Based Career Education Program--The Northwest Regional Education Laboratory's model has been replicated with some modifications by the Fayette County School System. Students will receive academic credit for completing a minimum of six projects, five of which must be from the Life Skills area. These individualized projects cover the subject area in which students expect to earn credit. In addition, students must select a minimum of six career explorations a year, each experience lasting three to five days and requiring the completion of an exploration packet. The program generally requires students to spend at least 15 hours per week on site activities.

Elimination of Sex Bias and Sex-Role Stereotyping--Efforts addressing this problem are threefold: (1) The selection, development, and/or alteration of curriculum, instructional materials, and evaluation instruments that insure an absence of sex-role stereotyping is being approached through several avenues. Exploration packets help students identify and analyze aspects of this issue. Lists of potential topics concerning male/female roles for possible projects, as well as lists of biographies and autobiographies of men and women, have been prepared. A general bibliography has been compiled and is serving as a resource for project activities. Seminars and workshops regarding male/female roles are planned to create additional awareness among teachers, students, and community instructors. (2) Emphasis is made on placing students in community sites without regard to traditional practices in employment. Each student is encouraged to do at least one exploration in a nontraditional role area, and one project that deals substantially with sex bias and role-casting. (3) Community resource people in nontraditional roles who will encourage students to pursue nontraditional interests are being identified.

Third-Party Evaluation--Appalachia Educational Laboratory, Inc. will be the third-party evaluator during the 1976-77 school year. Their plan is based upon three types of activities: assembly of instrumentation, assessment of the status of the program, and measurement of student outcomes. Evaluation strategies which have been developed by the Appalachia Educational Laboratory will be used as the primary assessment design.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--To provide adequate guidance, counseling, placement, and follow-up, the regular classroom teachers, school counselors, and the EBCE staff must all share the responsibility. All four Fayette County high schools have full-time counseling departments--five counselors each at two of the schools and six each at the other two high schools. Counselors will be involved in identifying, recruiting, and selecting students for EBCE. It is expected that they will also assist in student placement, and follow-up and provide academic and non-academic counseling services.

Safeguards With Respect to Work-Related Activities of Participating Students--The EBCE students are provided necessary insurance including accident, property damage, and personal injury protection. Policies have been arranged and necessary documentation has been prepared for students and community resource sites. Appropriate school staff and members of the community will work together to insure that all program activities are designed and operated according to the child labor provisions of the Fair Labor Standards Act and the provisions of the Occupational Safety and Health Act.

IV. Unique Feature

EBCE allows students to earn required and elective course credits by applying

academic skills, normally studied in the classroom, in a variety of business and industries plus public and private agencies. These activities enable students to achieve high school program goals as well as explore career opportunities with the guidance of various individuals in the community. The VBCE program is bridging the gap between academics and the workaday world by cooperating with the community to make the world the student classroom.

STATE AND PROJECT NUMBER:	Louisiana 502AH60047
TITLE OF PROJECT:	A Proposal to Implement an Experience-Based Career Education Model
PROJECT DIRECTOR:	Dr. Houston Jenks Director of Federal Programs St. Charles Parish School System P.O. Box 46 Luling, LA 70070
APPLICANT ORGANIZATION:	St. Charles Parish School Board
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$436,947
DURATION:	September 15, 1976 through July 1, 1979

Site Information:

The school district involved is the St. Charles Parish School System. The project will serve two schools, Destrahan High School and Hahnville High School. St. Charles Parish has the greatest industrial development rate of any Parish in the State. There has been a massive influx of petro-chemical and agricultural chemical plants and granaries into the area. The economy is based largely on industries, most of which revolve around the petroleum industry. Agriculture is important but plays a relatively minor role.

The pupil population of the Hahnville High School is 37% black, 3% Spanish-surname, and 60% white. The pupil population of Destrahan High School is 40% black and 60% white. Project participants will be selected by random sample and representative of the student population.

Description of the Program:

I. Administrative Structure

The project is conducted under the auspices of the St. Charles Parish School System; two secondary schools in the Parish are participating in the project. For the purpose of the administration of the EBCE Project, the project director, who is also Director of Federal Programs, is under the direct authority of the Parish School Superintendent. He is authorized to work directly with participating schools and usually works through the high school principals. The project

coordinator is, by line authority, under direct supervision of the project director. The project director is responsible for the overall management of the project and serves as the budget authority for project funds. The project coordinator is responsible for overseeing the day-to-day program activities and staff duties.

II. Program Design

The program is patterned after the model developed by Research for Better Schools (RBS), a comprehensive alternative to the regular high school. The local goal is to increase the relevance of schools to the world of work. Global objectives are:

1. To provide a cognitive and effective information base for students, including life role and job related skills.

2. To develop decision-making skills of students.

3. To increase academic proficiency in English and mathematics.

The program will start with one high school (Destrahan) and a limited number (40) of students from the 10th and 11th grades. The second year will extend the program to Hahnville High School and increase student participation to 140. In the third year, 240 students will participate. Students will be assigned, on the basis of interest, to career exploration clusters, with each school providing its own career guidance and resource center. The major tasks will be accomplished in three phases: installation, evaluation and revision, and stabilization.

III. Program Components

The Experience-Based Career Education Program -- The EBCE program has three instructional components: Career Development, Career Guidance, and an Academic Resource Center. The Career Development component includes two types of instructional activities--Exploration and Specialization. Exploration is designed to promote career awareness and a general understanding of work environments and the economic system through providing students access to adults in their normal working environment. Exploration entails a series of mini-courses at community sites, including individual and group activities developed jointly by the school and community resource people. These mini-courses are organized around related career areas using the USOE clusters. Specialization is a program of independent study projects developed and organized by each student, particularly to further preparation for a specific career area. These individual experiences are designed by the student, with assistance from the project staff. The student then negotiates a specific learning contract for the project with community participants. Projects may vary in length

from a few weeks to a full year, with the student at the learning site five to six hours per week. All students are required to complete at least one Specialization. Career Guidance utilizes group guidance activities on a scheduled basis to develop decision-making skills. Students are to participate in career guidance activities two periods a week. The Academic Resource Center (ARC) provides a program of individualized instruction in English and mathematics emphasizing student self-direction and performance criteria. Instruction is correlated with learning experiences in the community. Students schedule 10 periods per week in the ARC. Students will earn academic credit for successful completion of EBCE projects.

Elimination of Sex Bias and Sex-Role Stereotyping -- A Materials and Resource Review Committee will meet periodically to review curriculum, instructional material, and evaluation instruments for sex bias and stereotyping. This committee is made up of the Title IX Coordinator, Project Director, League of Women Voters representative, a guidance counselor, and a personnel director. Site assignments will be made without regard to traditional practices. In addition, inservice training will be provided for staff and for site coordinators. Site assignments will be made without regard to traditional practices.

Third-Party Evaluation -- The third-party evaluator will conduct both process and product evaluation. A common pool of applicants will be identified and students randomly assigned to the experimental or control group. Pre and post-testing will be done to evaluate student growth, using such instruments as the Career Maturity Inventory, the Self-Attitude Survey, the Self-Directed Search, the SRA Achievement Test, and additional instruments developed locally or by RBS.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- The project has established objectives on sex-fair guidance and counseling which will be measured by the third-party evaluator. This will be an integral part of the Career Guidance Component. The guidance counselors have the responsibility of facilitating student entry into the next level of education and/or training. Links are being established with community organizations for the placement of students in jobs. In addition, the counselors conduct annual follow-up activities.

Safeguards With Respect to Work-Related Activities of Students -- Insurance will be provided for all students while being transported to and from the job as well as while on the job site. The project activities will be conducted in accordance with child labor provisions, including hour limitations and avoidance of hazardous occupations.

STATE AND PROJECT NUMBER:	Maine 502AH60100
TITLE OF PROJECT:	Experience-Based Career Education
PROJECT DIRECTOR:	Roy Walter Bagley Director of Career Education M.S.A.D. #51 Cumberland Center, Maine 04021
APPLICANT ORGANIZATION:	Maine School Administrative Dist. #51
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$339,741
DURATION:	September 17, 1976 through September 16, 1979

Site Information:

Maine School Administrative District #51 includes the towns of North Yarmouth and Cumberland as well as the Island of Chebeague in Casco Bay.

North Yarmouth - As a rural farming community of 2100, North Yarmouth does not have any other major business or industry.

Cumberland - As a bedroom community to Portland with 5000 residents, Cumberland does not have any major business or industry.

Chebeague Island - This fishing community is located one mile off the coast of Cumberland in Casco Bay. The 200 residents are mostly involved in fishing and boating.

The Greater Portland area has over 200,000 population with a large and healthy business and industrial center. There are five major industrial parks, a large shopping complex and business establishment.

This project is only involved with high school level students. Greely High School is the only high school in M.S.A.D. #5. Some 1900 students are in the district and 650 in Greely High School. There is no identified minority or disadvantaged population and the estimated 60 students (25 first semester) will be drawn from the total population.

Description of the Program:

I. Administrative Structure

The project director reports to the Superintendent of Schools M.S.A.D. #51.

Maine

M.S.A.D. #51 is a member of the Regional Vocational-Technical Center in Portland, Maine. The project director will coordinate all phases of the project to insure that AEL's model is implemented at Greely High School.

II. Program Design

This program is designed to implement, evaluate, disseminate, and provide outreach assistance for the Appalachia Educational Laboratory model of Experience-Based Career Education. The program objectives include:

Student Objectives

A. E.B.C.E. students will increase their abilities in the basic skills areas at least as much as comparison groups of students enrolled in traditional high schools.

B. E.B.C.E. students will increase their knowledge of the world of work and career awareness skills, will increase knowledge of their own abilities, interests and aptitudes in relation to careers, and will have positive attitudes.

C. E.B.C.E. students will improve in the life skills needed for their transition to adulthood (e.g., learning to assume more responsibility for themselves, communicating with others in a mature way) and will increase their motivation to learn.

D. E.B.C.E. students will have a positive attitude toward E.B.C.E. and positive assessment of the effectiveness of E.B.C.E.

E. Parents of E.B.C.E. students and participating employer/community resource persons will have a positive attitude toward E.B.C.E. and a positive assessment of the effectiveness of EBCE.

Outreach Objectives

A. The project staff will develop a plan for outreach to include slide/tape presentations, printed announcements, staff presentations at professional meetings, etc.

B. The project will develop as a training center.

C. The project staff will develop expertise to provide technical assistance.

D. The project staff will develop an evaluation program that will provide technical data on the effectiveness of E.B.C.E.

III. Program Components

The Experience-Based Career Education Program--The Appalachia Educational Laboratory's model for EBCE best meets the needs of M.S.A.D. #51. Using offices adjacent to Greely High School, the project will offer all EBCE students a separate place to work. All participating students are required to use resource sites and select a minimum of five resource people during a semester. Each site experience will last from three to 13 weeks. All participating students will be required to elect at least four courses each semester.

Elimination of Sex Bias and Sex-Role Stereotyping--To insure that the most will be done to eliminate sex-role stereotyping, an in-service program will be developed. Joyce Phelps, a leader in the field from Bloomington, Indiana, will conduct a series of workshops for the staff. All EBCE students will be placed in resource sites that are consistent with their individual needs and without regard to traditional practices in vocational education and work. All host sites will comply with equal opportunity laws.

Third-Party Evaluation--New Educational Directions, Crawfordsville, Indiana, is the evaluator. The evaluation plan includes a checklist for monitoring the project, monthly site visits, experimental and comparison group testing, surveys to parents, students, and resource people, and academic evaluation of each student.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--To insure that sex-fair guidance continues to be available to EBCE students, the following objectives will be met:

1. The Learning Coordinator will insure that all EBCE students receive sex-fair guidance.

2. The EBCE staff itself includes at least two guidance counselors, one male and one female, both trained in sex-fair guidance and affirmative action policies, who will be available to students for further guidance and counseling.

3. All EBCE students will have the opportunity to participate in the overall Greely High School Guidance program.

Safeguards with Respect to Work-Related Activities of Participating Students--Desmond and Payne, Inc., have agreed to insure the students with 24-hour accident protection at a cost of $13 per student. This provides coverage around the clock while at school, at home, or away, including the summer vacation period.

STATE AND PROJECT NUMBER:	Maryland 502AH60039
TITLE OF PROJECT:	Experience Based Career Education (EBCE)
PROJECT DIRECTOR:	James Wilson 110 Washington Street Cumberland, Maryland 21502
APPLICANT ORGANIZATION:	Regional Education Service Agency
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$427,389
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

School districts involved are Allegany, Fort Hill High School, and Bishop Walsh High School of Cumberland, Allegany County, Maryland.

The term "Appalachian Maryland" refers to the extreme western three counties of the State. These are, from east to west, Washington, Allegany, and Garrett Counties. This area may also be referred to as Western Maryland. The county seats are respectively Hagerstown, Cumberland, and Oakland.

The three western-most counties were designated in 1965 by Congress as part of the Appalachian Region. This designation has resulted in a concentrated expenditure of public funds designed to raise the economic level of the region. Priorities are given to those areas designated by the Appalachian Regional Commission as Regional Growth Centers. Hagerstown and Cumberland are so designated. Such funds have gone into new schools, hospitals, utilities, and most significantly into new highway construction.

Between 1970 and 1973 the population declined by .3% per year in Allegany County, where the project is to be initiated the first year. The other two counties had marginal increases. The non-white population in 1973 continues to be quite low (4% or less). Income distribution from individual income tax returns in 1973 reveals that 12% of the population in Allegany had incomes of less than $4,000 and 51% of less than $10,000. Identical figures hold for Washington County. Garrett County reflected figures of 16% and 63%.

There are over 107 businesses and industries located in the tri-county area. These businesses and industries are located within a 25 mile radius of Cumberland. The diversification of this business/industrial

complex defines a growth potential and the employment opportunity of this area. Business-industry activities with possible Experience-Based Career Education site placement opportunities are: clothing manufacturing, building materials manufacturing, construction, production of scientific lens, acetate fiber manufacturing, fireclay specialties, ballistics laboratory, machine shops, auto body and mechanics, commercial art, printing, electronic, sporting goods, and glass manufacturing.

Fifty-two percent of adult males and 50% of adult females in Allegany County had less than a high school education in 1970. The figures for Garrett County were 67% and 62% respectively, and Washington County reports 54% for both males and females. Presently in the county where the site will be established, the total number of unemployed is 4,535, with a total labor force of 32,280. Exact figures are not available concerning the total youth; but according to school officials and resource personnel, a large percentage of these are unemployed youth.

Description of the Program:

I. Administrative Structure

The organization and overall management of the Experience Based Career Education project are provided through ongoing staffing and structures of RESA. Regional coordination of RESA policy, project requirements, and fiscal management will be provided by the Director of the Career Education Demonstration Project, which operates through a staff from offices provided by the Board of Education for Washington County by joint agreement with RESA.

Fiscal accountability and administration will be handled by and through the Financial Manager for RESA. Fiscal accountability is maintained by standard accounting procedures acceptable to the member institutions and the State of Maryland. Audits are conducted annually by an independent auditor for all RESA operations.

Internal and third party evaluation will be coordinated by the Educational Associate for Research and Evaluation in the RESA office. This is an on-going responsibility for all programs conducted by this office. All RESA staff who are participating in this project are provided without cost to the project.

Project staff will consist of a full-time local project director, a site analyst, two learning coordinators, and a secretary.

II. Program Design

RESA plans to implement the Experience-Based Career Education model as developed by the Appalachian Education Laboratory. The primary emphasis will be to implement a program which adheres to the following:

A. The program will be a comprehensive alternative to the regular high school and, therefore, will offer courses which fulfill and/or supplement requirements for graduation.

B. The program will provide students with the opportunity to be exposed to multiple experience sites.

C. The program will provide the student with learning experiences which cover a wide variety of work related skills.

D. The program will enlist the cooperation of and define experience sites in order to provide students with academic, career, interpersonal, and occupational skills.

E. The program will expand the membership and role of a currently operating career education advisory committee. The committee will represent all of the various groups and organizations in the community (e.g., business, labor, unions, education, and parents). The purpose of this committee will be to render advice and give occupational assistance to the program.

III. Program Components

The Experience-Based Career Education Program -- Using the EBCE model developed by the Appalachia Educational Laboratory (AEL), Charleston, West Virginia, the project offers high school students an alternative to the traditional senior year program of classroom learning. In this alternative experience, students gain academic credit while they explore the real dimensions of various careers and are given opportunities to master basic skills necessary for success in the complex world of adult living. As they become better acquainted with their own career abilities and ambitions, these students will study their academic subjects in the context of experience sites such as a community business in which EBCE students learn with assistance from one or more employees.

Instead of attending traditional high school classes, the EBCE students consider several different places to work in the community, select sites and jobs in which they are interested, and spend 3 to 13 weeks, without pay, exploring careers at these sites. In order to allow these students to earn academic credit during this EBCE period, the Program will offer individualized instruction by professional teachers, incorporating academic learning with career exploration experiences at job sites.

Elimination of Sex Bias and Sex-Role Stereotyping -- The avoidance of sex-role stereotyping is particularly crucial in a program representing the economic community, one of the most effective contexts for reducing stereotyping. The project's operating plan calls for the creation of an Advisory Council which will suggest and review procedures for avoiding sex-role stereotyping in the program. These procedures will

involve sessions to enhance staff awareness of the problem and provide ways of avoiding role stereotyping in program conduct. Learning resources will be selected and prepared with stereotype-free content as a goal; awareness essions for community participants will be an important part of this effort. Counseling and guidance supplied to the creation of student learning plans is another place where stereotype avoidance can have maximum effect. Finally, student placement in particular learning activities and the experiences provided by those activities will be reveiwed to assure that the reinforcement of stereotypes is not occurring.

Third-Party Evaluation -- The Office of Educational Research and Field Services, College of Human Resources and Education, West Virginia University, proposes to conduct a Process/Product, Formative/Summative evaluation of the Appalachian Maryland RESA ERCE Project utilizing a modified Stufflebeam CIPP model in the process.

The design calls for a Task Force approach commingling the efforts of ERFS staff, RESA Maryland staff, and the Appalachia Educational Lab, Charleston, West Virginia. The design also includes review and selection of previously recorded data as well as on-site reviews of the actual program in operation. Relevant data from parents, teachers, administrators, students, and business and industry personnel will be incorporated in the final document providing a comprehensive project evaluation from inception to completion.

An attempt will be made to provide a cost analysis of the project so that anyone wishing to replicate the study will have access to financial data as well as organizational and process data.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services -- RESA and the Allegany Board of Education are committed to sex-fair guidance counseling with respect to career decision-making. Counseling will be provided for all EBCE students by a Guidance Counselor or Learning Coordinator. The placement responsibility for each student rests with his/her Learning Coordinator working in conjunction with the Experience Site Analyst, and a certified Guidance Counselor from the Board of Education. Also, group counseling, using tested methods, will be used to aid EBCE students in clarifying their own experiences with and views about sex stereotyping.

Safeguards With Respect to Work-Related Activities of Participating Students -- The RESA district will provide insurance to cover students while on sites. An insurance policy containing many similar characteristics wo Workman's Compensation will be drawn up with a private courier. Students will be fully protected against exposure to unsafe/unhealthy site placement situations. Initially, the procedures outlined in the AEL experience site analysis process will be utilized to identify and verify all such factors concerning student placements. If potentially hazardous situations are found to exist within sections of a particular

site (other than those sections to which a student is exposed) specific restrictions will be noted in the ESLG which would prohibit the Resource Person, Learning Coordinator, and student from becoming involved in a situation which would expose the student to the hazard. Maryland's definitions and interpretations of hazardous occupations and environments will be used to check experience sites to safeguard students. All of the above steps will insure that students are protected against any unsafe and unhealthy situations while at experience sites.

STATE AND PROJECT NUMBER:	Massachusetts 502A150002D
TITLE OF PROJECT:	Occupational Competence Access Project (OCAP)
PROJECT DIRECTOR:	John Post Massachusetts Center for Occupational Education #2 Sun Life Park Wellesley Hills, Massachusetts
APPLICANT ORGANIZATION:	Massachusetts State Department of Education Division of Occupational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$515,454
DURATION:	June 30, 1975 through June 29, 1978

Site Information:

The Occupational Competence Access Project represents a joint effort among the King Philip Regional Vocational Technical School in Wrentham, the Lynn Public Schools, and Project CAREER (a research and development activity of the Massachusetts Division of Occupational Education).

The King Philip School draws students from a district population representing approximately 17,000 residents from the towns of Wrentham, Norfolk, and Plainville. The socio-economic level of the district is definitely middle to low middle class--research indicates that the majority of workers are involved in sales, services, and skilled labor. The remaining 25% of the labor force are employed at the Massachusetts Correctional Institutions of Norfolk and Walpole, the Wrentham State School, and the Pondville Hospital.

The King Philip Regional School accommodates 2,184 students in grades 7 through 12, offering a comprehensive educational program and a vocational educational program. About 14% of the high school population is enrolled in the five vocational programs.

The City of Lynn is located on the North Shore and has a population of 89,000. The past ten years have witnessed a drop of eight thousand residents, the exodus of many middle to upper-middle class residents (since Lynn presently has the highest tax rate in the State) and the influx of a great number of minorities including blacks, Puerto Ricans, Greeks, and Italians.

Massachusetts

Lynn has five junior high schools which offer college, business and industrial courses. Both Lynn Classical High School and Lynn English High School offer college, business and general curricula. The Lynn Vocational Technical Institute has 393 students in grade 10, 312 in grade 11, 292 in grade 12 and 40 in post graduate courses.

Project CAREER is a research and development program in occupational/career education, funded by the Massachusetts Department of Education, Division of Occupational Education, and operating at the Massachusetts Center for Occupational Education.

Description of the Program:

I. Administrative Structure

The project will be supervised by the Project Director who will be responsible to the Associate Commissioner for Occupational Education. Project staff includes: Project Coordinator,, In-Service Training Administrator, Student Data Coordinator and a Counseling Coordinator. The Project Coordinator will oversee and manage all project activities and will assume all operational responsibilities.

Each of the school systems has a coordinator of federal projects who will act as a liaison between the local personnel and the above project staff. In Lynn, there is a systemwide steering committee, representative of each of the junior and senior high schools, which will plan and oversee the implementation, over three years, of a complete 7-12 career education program.

II. Program Design

The program is directed at two major problem areas:

How to increase students' skills and abilities in relation to employment opportunities, and

How to increase student ability in better career decision-making.

The overall purpose of the proposal is to create for each student a meaningful, logical sequence of school experiences which will prepare him/her for the world of work or further education. Using Project CAREER's materials and services, teachers and guidance counselors at King Philip and Lynn will work concurrently to achieve three major goals, all focusing on our present economic, social, and academic need to link learning and working. Those three goals include:

The development of a highly comprehensive guidance system. This full-cycle system will begin with an assessment of a student's interests and abilities (self awareness) and then lead into an information-providing stage where the student is exposed to a variety of occupations (clusters) and relationships among those occupations (career awareness). This comprehensive guidance system, closely tied to the students' learning plan and achievement record, will ultimately assist in sound, realistic, career decisions.

The development of a Skill Outcome Exploratory Program. This will involve the construction of learning plans which will allow students to explore a number of career clusters and obtain skills in the process of that exploration. Occupational and academic teachers will work together in creating instructional activities which relate to and reinforce each other ("Interdisciplinary approaches" to instruction).

The development of Student Competency Files. This will be a computerized, record keeping system of the occupational and academic competencies which a student has achieved. This porfolio of abilities, compiled specifically for each student, would represent a complete, concrete indication of what an individual can do and would be a useful tool in accessing employment or further education. The Occupational Competence Access Project model will tie together all of these instructional and guidance experiences.

III. Program Components

Competency Based Career Guidance System - a system into which a student enters with a set of competencies which then are related to the world of work through an organized, computerized information network. The guidance system will provide the opportunity for students to identify vertical and horizontal relationships between occupations in which they are interested and in which they have developed competence. Ultimately the students involved with the system will make tentative career decisions based on the integration of self awareness and career awareness.

The framework for the guidance system will be eight cluster matrices containing a job family dimension and a job skill continuum into which occupational titles will be placed. The information which accompanies each occupational title will include: (1) educational requirements, (2) skill requirements, (3) nature of work, (4) work climates, (5) work rules, (6) work expectation, (7) employment outlook and (8) local places of employment. Counselors will use the information in helping students to take appropriate courses of action pursuatnt to their career development.

Access to the system will emanate from a linkage established through a computerized skill inventory developed for each student using the Project CAREER data. These skills will be measured during the pre-placement assessment phase of the model and then later during the Skill Outcome Exploratory experiences.

Student Competency Files - A computerized listing of occupational competencies (performance objectives) and academic competencies (prerequisite learnings) in which a student has demonstrated proficiency.

Each student involved with any part of the program will be assigned a unique identifying code number, and a computer file will be established for him/her.

This system requries that whenever a prerequisite learning or occupational skill is exposed to a student, its code (as established in the Project CAREER data bank) is identified. These learnings and skills could appear during assessment, cluster exploration/ skill training, academic training, (Skill Outcome Exploratory Program) or even within any cooperative working experience. (Competency Based Guidance System).

Whenever a student demonstrates accomplishment of coded learnings and/or skills in any of the environments or processes mentioned above, then an appropriate record is added to his or her folder. This clearly results in a complete record being kept, for each student, of every coded prerequisite learning or occupational skill accomplished.

In the Project CAREER data bank, each coded performance objective will be appropriately linked to its coded prerequisite learnings, and, similarly, each occupation is appropriately linked to its required performance objectives. Thus, a progression of prerequisites for each skill, and a progression of skilss for each occupation is easily identified. In addition, the prerequisites common to any group of skills may be identified; the skills common to a cluster of occupations may be identified; the prerequisites common to specific occupations may be identified; and in fact, all endless series of desired data configurations and linkages may be identified.

An immediate ramification of the above is that the course of study and accomplishment ot satisfy the requirements of any occupation in the data bank can be printed out easily. In addition, if a given student has his/her accomplishments identified in a computer file, then the additonal requirements of any entire occupation can be identified. In fact, this can be greatly generalized, as

follows: Given any student's file of accomplished prerequisite learnings and occupational skills, then a completed analysis of where this file of accomplishments matches occupational require ments can be made.

This is the key to the competency based guidance system. This component of a total guidance system uses occupation competency requirements as (i) a means of identifying exploratory experiences common to clusters, (ii) a mechanism for steering students toward areas in which they show greater expertise, and (iii) a basis for a wide variety of other guidance information.

Skill Outcome Exploratory Program - a program designed to allow students to explore a number of career clusters and to develop saleable skills in the process of that exploration. This program will delineate the 8 cluster areas in terms of occupational and academic skills to be pursued by students by means of an individualized, continuous progress mode of instruction. The plan involves the simultaneous impact of both occupational and academic teachers on student learning, complementing and reinforcing the attainment of stated objectives. The purposes are (1) to expose students to a number of career possibilities via practical learning experiences, and (2) to provide concurrently for the acquisition of salable skills which will broaden career options and further strengthen career decision making.

Initial learning plans will be developed on the basis of a student's ability and interests in the cluster areas. Students have the opportunity to assess and redirect their learning plans have the opportunity to assess and redirect their learning plans at any time based on new knowledge gained during the exploratory experience. Skills a ccomplished during this program are recorded, and a student is counseled in relation to what he/she is capable of and interested in on a continuing basis.

Further counseling then assists the student in relating his/her skills and expanded knowledge to the world of work. Students gain a logical process of assessing themselves and the occupational world for the purpose of decision making. This program then leads into the intermediate and long range career goals which are facilitated by the Competency Based Guidance System.

IV. Unique Features

Implementation of the same model in two distinct school settings

Infusion model based upon an interdisiplinary approach which encompasses guidance and counseling as an integral element of the total educational experience

Massachusetts

Success-oriented model which seeks to identify individual strengths, abilities and interests and matches those facts strengths, abilities and interests and matches those facts to realistic, viable occupational opportunities

On-going model which focuses on the articulation of past and future educational experiences

Developmental system which utilizes data and research resulting from previous state and federal programs

On-going, comprehensive documentation strategy which will result in the development of a transportability manual to facilitate the implementation of this model both state and nation-wide (futuristic awareness and emphasis).

STATE AND PROJECT NUMBER: Michigan 502A550010

TITLE OF PROJECT: Implementation of the Occupational Cluster Concept--A Curriculum Tool for Improving Career Development and Preparation Education

PROJECT DIRECTOR: Harry Miller, Program Development
Calhoun Area Vocational Center
475 East Roosevelt Avenue
Battle Creek, Michigan 49016

APPLICANT ORGANIZATION: Battle Creek Public Schools
3 West Van Buren Street
Battle Creek, Michigan 49016

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $300,000

DURATION: July 1975 through June 1978

Site Information:

The Battle Creek Public Schools is the operating district for the Calhoun Area Vocational Education Center serving thirteen K-12 school districts in the Calhoun ISD. A second area vocational education center in the adjoining county of Branch, serving an additional three K-12 school districts is included in the geographic area proposed by this project.

The combined counties of Calhoun and Branch and portions of Eaton and Barry counties make up the State of Michigan's Career Education Planning District 36. This area includes an estimated population of 220,000. The number of local educational agencies total twenty-one of which eighteen are K-12 districts, two are 11th and 12th grade area vocational centers and one is a community college.

This project through its product outcomes relative to guidance and counseling services and other K-12 Career Education outcome benefits will serve a K-12 school population of approximately 50,000 children and youth. Directly, in terms of students enrolled in reimbursed programs at the high school level, 4,200 will receive services. Of this number 2,800 will be enrolled annually directly into occupational training programs which are subjects of efforts during the three years of the project within the Area Vocational Centers.

Special Education Services survey data indicate that nearly 1,000 K-12 students are classified as mentally and/or physically handicapped. The Area Vocational Centers currently enroll 130 from the area high schools. Another 385, or approximately 15% of the enrollment in the Centers, have been identified by State and Federal guidelines as disadvantaged. The number enrolled in local high schools meeting these same guidelines is unknown. As a part of this project, efforts shall be made on an areawide basis to more

adequately identify the disadvantaged. This is viewed as a prerequisite for improved program planning and implementation in meeting the particular career development and preparation needs of this relatively large part of our school population,

Description of the Program:

I. Administrative Structure

The project will operate under the direction of the Area Director of Vocational Education who reports to the Superintendent of the Battle Creek Public Schools. The Project Director serves as a program development specialist and reports to the Area Director of Vocational Education. The project staff also will include an administrative team of guidance and counseling and related placement and special needs staff from each of the two Area Centers; learning resources directors from each of the Centers and the Calhoun Intermediate School District; director of career education, Calhoun Intermediate School District; and the director of career education articulation for secondary education and the Kellogg Community College. An existing area-wide policy advisory committee for vocational education and special services advisory committees for special needs, placement, learning resources and guidance and counseling will advise in the development and evaluation of the project.

II. Program Design

The primary goal will be to implement and to demonstrate the application of the concept of "career clusters" as an organizational technique to facilitate the delivery of career development and occupational preparatory instruction at the high school level in the Calhoun and Branch Area Vocational Education Centers.

Even though the program will touch on all students, K-12, the program will concentrate on approximately 14,000 students in grades 9-12 with preparatory course offerings in the 25 Office of Education coded programs. The Calhoun-Branch Centers have pronounced visibility in the State. This project is designed to, (a) help individuals plan and make career development decisions and (b) make available training programs that adequately fulfill the individual's expectation.

III. Program Components

Occupational preparation through expanded training options utilizing the coordinated occupatonal cluster concept technique in grades eleven and twelve.

Overall guidance, counseling, placement and continuing followup services and provisions for meeting the particular needs of physically and mentally impaired and otherwise disadvantaged students. Guidance and counseling and

placement staff efforts shall be directed towards developing systematic programs for assisting students with self-awareness, career awareness, decisionmaking, and career preparation and placement. Special Needs staff will work to improve programming for special needs students by developing and implementing programs for modifying and supplementing regular programs to enable special needs students to succeed in school.

Articulation with elementary, junior and early senior high school occupational awareness and exploration programs. Also, awareness of continuing education programming in apprenticeship, post-high school vocational technical institutes and community colleges and other business-industry training opportunities.

Strategies to familiarize secondary students with a broad range of occupations shall be developed and implemented by teachers and guidance and counseling staff for assisting students with career development decisionmaking.

IV. Unique Features

The unusual or extraordinary features relative to this project are largely found in the environment or context within which the project is to be conducted. The combination of programming components K-14, the interactive and interdependent nature of the project team and participants, and the degree of administrative and instructional staff accountability made a part of the project design, are unique features of this project. Existing conditions which contribute to these unique features are:

- The degree of acceptance of educational accountability by both instructional managers and administrative staff alike.
- The extent to which practices for improved accountability are being implemented.
- The evolvement of existing area vocational education and career education services and the continued development with the support and active participation of lay people advisory groups.
- The degree to which vocational programs facilities are available in the service area--two area vocational centers and one community college.
- Work accomplished to date relative to integrating mentally and physically impaired students and otherwise disadvantaged students into regular vocational education programs
- Current efforts to establish a comprehensive program of area placement services.
- Current program of career education being conducted at the intermediate and district levels K-12.

Michigan

- Articulation project efforts between the area vocational centers and the Kellogg Community College relative to job-entry preparation and continued education beyond high school.

- Area coordinated program at the intermediate district levels for delivery of data processing services.

- Area coordinated service for the acquisition and access via biweekly delivery and pickup of instructional materials.

- The extent to which efforts are made to eliminate barriers to unequal opportunities for student access to vocational programs in the area (i.e., the area centers themselves, extended day programming, extended year, satellite centers in the local school districts, area cooperative education, business/industry contracted job training, etc.).

STATE AND PROJECT NUMBER:	Michigan 502AH60030
TITLE OF PROJECT:	Computerized Exploration of Community Experiences for Career Education (CE_3)
PROJECT DIRECTOR:	David Freeman 1325 Crescent Lake Road Pontiac, Michigan 48054
APPLICANT ORGANIZATION:	Waterford School District 6020 Pontiac Lake Road Waterford, Michigan 48095
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$330,455
DURATION:	September 15, 1976 through September 15, 1979

Site Information:

The Waterford School District is the school district involved. The three District High Schools (Waterford Township, Waterford Mott, and Waterford Kettering) plus local parochial schools will be served by the program over the three year duration of the project. Waterford Township High School is the initial target school for January, 1977. The Project population is comprised of students with junior (11th grade) and senior (12th grade) status at the time of participation. The initial participant group will include 25-30 students selected by a stratified random sample representing high, medium, and low achievement levels.

Waterford is a large, (18,000 students) high effort, low valuation district. It is located in the center of Oakland County, Michigan (county population 920,000) and is a northern suburban township of the Detroit metropolitan area. Waterford is immediately adjacent to the city of Pontiac and is a largely blue collar residential community with a tax base generated primarily from personal property. Waterford's State Equalized Valuation is 15% below the State average, but has one of the highest total school millage levy (38.75) in the State. Unemployment averages for the Detroit metropolitan area have been higher than those in the nation as a whole resulting from dependence upon the automotive industry. Waterford's current unemployment rate is 12.8%.

The student population of the District is predominantly white with sparse sprinklings of black, Indian, Mexican, and Oriental students.

Michigan

Socio-economic ranges are broad and cross-sectional from poverty to affluence. Typical data from norm referenced standardized testing over a period of years consistently indicate the total student population can be characterized as "very typical" within the State. However, there are students who score at both the high and low extremes of these instruments. By year three of the project 180-360 students will have been directly served with approximately 600 indirectly benefitting from the effects of program components.

Description of the Program:

I. Administrative Structure

The project director reports directly to the Director of Instructional Services (Project Operations Officer) with additional linkage to the Supervisor of Occupational Education (Project Fiscal Officer). Two advisory groups, the Faculty Advisory Board and Community Advisory Board, provide expert input to the project staff and insure linkage with the high school faculties and the community. A relationship with the Intermediate District, Oakland Schools, has been created through participation in their Computerized Vocational Information Service within the Project's guidance component.

II. Program Design

The Waterford EBCE project has three major goals:

1. To provide a systematic and comprehensive program for students which integrates effective academic growth, career development, and personal/social maturation in such a way that students gain both personal satisfaction and preparation for success in adult roles.

2. To involve teachers in developing and implementing a program which meets the identified needs of the students.

3. To gain community cooperation in preparing students for their adult roles as satisfied and successful community members.

To accomplish these objectives, the project is developing curriculum components. Several, such as journals and career explorations, are being adopted from the Northwest Regional Educational Laboratory model. Other components, such as survival skills, are being adapted to meet local needs. In addition, the project staff has created two new components to attend to career guidance and sex-role information needs of the students. The students will receive academic credit for the completion of projects integrating academic and career education.

Michigan

III. Program Components

The Experience-Based Career Education Program — The Project is an adaptation of the Experience-Based Career Education model developed at the Northwest Regional Educational Laboratory in Portland, Oregon. It is an individualized and negotiated learning plan for each student generated from his or her educational needs. Each learning plan includes every component learning strategy and focuses on academic development, career development, and personal/social development. Community learning site experiences occupy approximately 50% of the student's time in the program and are inherent in the Career Exploration, Learning Level, and Survival Skill Competency components.

Elimination of Sex Bias and Sex-Role Stereotyping -- Elimination of sex bias and sex-role stereotyping is referenced in two general objectives: "Participants will demonstrate increased awareness of sex role stereotypes" and "Participants will demonstrate fewer sexist attitudes." Measurement of these objectives is specified in the project evaluation design and given attention through a variety of learning strategies such as career explorations, journals, learning levels, projects, guidance groups, etc.

Third-Party Evaluation -- Dr. Keith Goldhammer, Dean of the College of Education at Michigan State University, will serve as the project's third-party evaluator. The evaluation process will involve both formative and summative evaluation. Ongoing evaluation of the implementation of project plans will be conducted by the project staff and confirmed by the third-party evaluator, through interviews with various participants and a review of materials. Students will be selected for participation through random selection from each of three groups formed on the basis of previous performance (high, average, low achievement) to insure that project participants are representative of the total school population. Students not selected will form a true control group. Validated instruments such as the CTBS, the Assessment of Career Development, and the Psychosocial Maturity Scale will be used. Other locally developed questionnaires, attitude surveys, etc. will be used as needed.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- In addition to the general objectives, provisions for sex-fair guidance, counseling, placement, and follow-up are specified in the Employer Seminar, Guidance Group, and Consciousness-raising Seminar components of the curriculum model. Project staffing places qualified women in the positions of Career Education Specialist/Counselor and Community Relations Specialist.

Safeguards With Respect to Work-Related Activities of Participating Students -- Four basic kinds of insurance coverage will be provided

for students in the Project: 1) general liability, 2) accident insurance, 3) transportation insurance, 4) personal injury protection. Confidentiality of student records and evaluation data is guaranteed by the Waterford School District Policies and Procedures.

STATE AND PROJECT NUMBER:	Michigan 502AH60004
TITLE OF PROJECT:	Project Omega, Experience-Based Career Education Program
PROJECT DIRECTOR:	William L. Murphy, Director Vocational/Career Education Wayne-Westland Community Schools 3712 Williams Wayne, Michigan 48184
APPLICANT ORGANIZATION:	Wayne-Westland Community Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$296,816
DURATION:	January 29, 1977 through January 29, 1980

Site Information:

This project will serve juniors and seniors from the two high schools in the Wayne-Westland Community Schools. The Wayne-Westland Community School District is located in southeastern Michigan, twenty miles west of Detroit. Most of the students live in the cities of Wayne (population 21,000) and Westland (100,000), and the Charter Township of Canton (27,000).

Wayne-Westland is basically a "blue collar" community. Most of the wage earners are employed by the automobile industry. The communities' unemployment rate was the highest of any congressional district in the United States during the winter of 1976. It averaged 15% unemployment as opposed to the 8% U.S. average. The jobless rate for 19-25 year olds is 30%.

The Wayne-Westland Community School District breakdown by ethnic group is: 0.7% Spanish-surname, 0.2% black, 0.5% Oriental, 96.8% white and other. A cross-section of the total student population will participate in the project.

Description of the Program:

I. Administrative Structure

The project director who is the Director of Vocational and Career Education for the District reports directly to the district's Assistant Superintendent for Curriculum. Two learning managers and one project coordinator comprise the professional project team.

The project director will have overall responsibility for the administration of the program, including preparation of project reports, coordination with the third-party evaluators and consultant services, etc. The project coordinator will be responsible for daily program operations, business management, personnel, and arrangements with employer sites.

II. Program Design

The project is designed to operate as an alternative option to the regular curriculum offered. It will adapt the Experience-Based Career Education model developed by the Northwest Regional Educational Laboratory to meet the needs of the Wayne-Westland Community Schools and the requirements of the State of Michigan. The overall purpose of the project is to meet the needs of students ranging from unchallenged gifted students to dropouts, through individualized educational programs based on daily interactions with adults in the community. In the first year of operation, the project will involve 60 students. During the second year the project will serve 90 students and one staff person will be added. During the third year, another 30 students will be added bringing the total to 120. Each year will also see an increase in local funding for the project.

III. Program Components

The Experience-Based Career Education Program -- The EBCE curriculum will be delivered to the students through learning plans which are negotiated with each individual student. The learning plans include three curriculum components -- basic skills, life skills, and career development. These curriculum components will be addressed through such learning strategies as competency certification, student journals, career explorations, learning and skill building levels, student projects, and employer seminars. When the students are not pursuing community activities they will be working in the Learning Center which will be housed in the Wayne Memorial High School Annex. Students will have access to materials, equipment and supplies which are part of the newly renovated building in addition to materials available as part of the Learning Center.

Elimination of Sex Bias and Sex-Role Stereotyping -- A Committee for Sex-Role Stereotyping has been established in the school district for three years. The purpose of the committee has been to review educational materials, audio-visuals, etc., to establish guidelines for the use of materials, and publishing lists of acceptable and unacceptable materials. In addition to the use of materials meeting the criteria of the Committee for Sex-Role Stereotyping, the project will select sex-fair evaluation instruments, conduct career exploration activities which address the issue of sex-role stereotyping

in employment, encourage student investigations and analyses of subtle forms of sex bias in daily life, and have seminars and workshops for group work in this area. Students will be placed in nontraditional roles at employer sites. And community persons in nontraditional roles will be identified and recruited to work with the students.

Third-Party Evaluation -- Dr. Daniel L. Stufflebeam, Director of the Evaluation Center at Western Michigan University, and a team of four will be the evaluators. Students will be randomly assigned to the experimental and control groups on a random sample basis so that there will be 60 experimental students and 120 in the control group. The sampling procedure will insure that the participants are representative of the total population according to the characteristics of grade point average, sex, and grade level. NWREL evaluation instruments will be used to determine objectives outcome. In addition, experience-based outcomes will be tested using an instrument developed by Dr. Henry M. Brickell, who is a member of the evaluation team. Finally, the team will conduct process evaluation to advise the staff on management problems which may arise during the project.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- The project staff will use process objectives for sex-fair guidance and counseling career decision-making which have been developed jointly by the Michigan Guidance and Personnel Association, the Guidance and Counseling Division of the Michigan Department of Education, and the Wayne-Westland Counselors Association. In the first months of the project, the staff will develop process objectives and measurable student outcome objectives in sex-fair guidance. The school district offers placement services to all students and graduates over 14 years old. An annual follow-up of all students in vocational classes is conducted and every five years an extensive study is made to follow-up all graduates in each high school. In addition, attempts are made periodically to follow-up early school leavers. The NWREL model provides for follow-up of graduates, and, therefore, will fit quite naturally with these other district follow-up efforts.

Safeguards With Respect to Work-Related Activities of Participating Students -- Insurance will be provided to cover the safety and well-being of students during transit and while on the work site. This will include accident insurance to cover students at the Learning Center, transportation insurance, personal injury insurance for 24-hour coverage, and general liability to cover employers and students on learning sites. All project activities will be consistent with the provisions of the Fair Labor Standards Act and the Occupational Safety and Health Act.

Michigan

IV. Unique Features

This is a highly unique alternative education program that will allow randomly selected students to complete their curriculum requirements in a variety of individualized community situations rather than the regular school setting.

STATE AND PROJECT NUMBER: Minnesota 502AH70022

TITLE OF PROJECT: Demonstration of National Institute of Education Experience-Based Career Education Program

PROJECT DIRECTOR: Gen Olson
Anoka-Hennepin Independent School Dist. #11
Educational Service Center
11299 Hanson Boulevard NW.
Coon Rapids, Minnesota 55433

APPLICANT ORGANIZATION: Anoka-Hennepin ISD #11

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $454,491

DURATION: July 1, 1977 through June 30, 1980

Site Information:

The project will be operated by the single school district, Anoka-Hennepin District #11, serving students from the three senior high Schools in that district as well as District 11 residents attending Grace High School, a parochial school in the neighboring Fridley School District. District 11 has the third largest student population in the State and serves residents from parts or all of thirteen different municipalities. It is in the midst of a rural-urban transition and includes first, second, and third ring suburbs of Minneapolis. It is a predominantly residential area but includes mainly retail and service businesses, some manufacturing and agriculture. County government offices are located in the City of Anoka.

Students in EBCE will represent a cross section of the high school student population. The characteristics of the student population of District 11 include two per cent minority, thirteen per cent disadvantaged, and two-thirds of one per cent handicapped. Effort will be made to have representation consistent with the makeup of the secondary student population as a whole in academic capability and performance, in characteristics identified above, and in male/female balance.

Description of the Program:

I. Administrative Structure

The program manager who is a part of the project staff will be responsible to the director of secondary vocational education, who is designated as the project director and to the director of the area learning center, in whose building the program will be housed. Both of these persons report to the director of secondary education who is responsible to the superintendent of schools.

Minnesota

II. Program Design

The Anoka-Hennepin District 11 plans to replicate and demonstrate the EBCE model developed by the Appalachia Educational Laboratory in Charleston, West Virginia, following the AEL/EBCE model as closely as possible. Modification will be made only when change is in the best interest of the students and contributes to effective program management. An advisory committee will be established to review the program and advise on implementation and communication.

In the first year of the project, the first semester of the school year will be devoted to the training of project staff, development of the community experience sites, and recruitment and selection of students for the second semester when the program will be operational with students. Sixty students will be selected to participate second semester from those indicating interest after being informed about the program. Juniors in high school will be given priority.

The second phase of the project, which will be the first full year of functioning with students, will focus on how best to operate the program on a continuing basis both in achieving the objectives with a maximum number of students and in cost-effectiveness.

Phase three will focus on outreach and demonstration to other school districts desiring to implement an alternative with a success record.

III. Program Components

The Experience-Based Career Education Program--The EBCE program is designed to be a highly individualized alternative educational program that integrates the development of important basic and academic skills with the career decisionmaking and preparation process. With the assistance of the learning coordinators, sixty students will develop their individualized educational plans identifying the desired learnings to achieve in their community site experiences. Based on their interest and educational objectives the student will select a variety of community sites in which they will spend approximately 80 per cent of their time. From three to thirteen weeks will be spent in each community site in a non-paid work situation allowing them to observe and, where possible, perform work tasks. Their learning experiences will be designed to develop academic, career decisionmaking, interpersonal and occupational skills. Students successfully completing their EBCE program of work will earn both required and elective credits toward graduation.

Elimination of Sex Bias and Sex-Role Stereotyping--During the past year District 11 has conducted a special project designed to increase awareness of opportunities in non-traditional occupations. Through this project, a variety of activities have been carried out and role models within the community identified. The resources developed through this project will be utilized by EBCE.

It is recognized that the project staff will be extremely important to the achievement of the elimination of sex bias and sex-role stereotyping in the conduct of this project. Project staff will be selected who are exemplary in experience and attitude free of sex bias and sex-role stereotyping.

All materials utilized will be carefully scrutinized and where necessary, those with sex bias and/or sex-role stereotyping will be eliminated.

Third-Party Evaluation--District 11 EBCE will have one experimental and two control groups to ensure that documented gains can be traced to the EBCE experiences and not to other factors. One control group will be selected from those applying to participate in the program but unable to do so because of the limitation in numbers to be served. Another group with a matching cross-section will be identified from the regular school population. Validated instruments will be used to measure accomplishments utilizing the validated evaluation model from the prototype sites. The evaluation will be carried out by the third-party evaluator selected from those responding to a request for proposals. Selection will be based on the quality of the proposal submitted and services to be provided.

Sex-Fair Guidance, Counseling, Placement and Followup Services--A guidance staff member from each high school well informed about the EBCE program will assist in communicating this educational opportunity to students. Commitment to equal educational opportunity for students is addressed in local policy and practice.

The placement service which has been implemented in Coon Rapids Senior High School and is known as SPACE (Student Placement and Counseling Effort) will be available to students in EBCE. Present plans are to expand this placement service to the other two senior high schools as well. Students completing the EBCE program will be identified in the statewide followup system which is utilized by District 11. They will comprise one subgroup in order to obtain followup information which can be compared to the status of graduates as a whole as well as those identified in other subgroups.

Safeguards With Respect to Work-Related Activities of Participating Students--Provisions of the Fair Labor Standards Act and the Occupational Safety and Health Act will be adhered to in the operation of EBCE in District 11. EBCE also meets the program criteria for non-wage paying programs as set forth in a ruling from the Minnesota Commissioner of Labor and Industry to the Vocational Technical Division of the State Department of Education.

General liability coverage will be obtained to cover the experience sites when participating companies do not have liability coverage for those outside of their employ.

STATE AND PROJECT NUMBER:	Mississippi 502AH60059
TITLE OF PROJECT:	Itawamba Community Junior College Experience Based Career Education
PROJECT DIRECTOR:	Donald J. Hanratty Director, EBCE Itawamba Junior College 653 Eason Blvd. Tupelo, MS 38801
APPLICANT ORGANIZATION:	Itawamba Junior College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$351,894
DURATION:	September 14, 1976 through September 13, 1979

Site Information:

Itawamba Junior College provides educational opportunities to the five-county area of Chickasaw, Itawamba, Lee, Monroe, and Pontotoc counties located in North Central and Northeast Mississippi. The five-county district is located in the growing Appalachian Region of Mississippi. According to the 1970 census, the junior college district has a population of 120,000, approximately 25% being black and a very small number of other minority group members. In 1970 the median family income approximated $6,100, with the percentage of families below the poverty level near 26. Projections indicate population growth and increased manufacturing/industrial activity for this region. The Tennessee-Tombigbee Waterway will enhance this growth in the future. Manufacturing is the largest area of employment presently and will continue to be in the near future.

There are presently school dropouts, high school graduates, and students with as much as two years of college enrolled in the program. Their ages range from 15 to 27 years and are white, black, male, female, disadvantaged, and handicapped. As a postsecondary institution, Itawamba Junior College is mainly interested in meeting the needs of high school graduates but will continue to welcome school dropouts as well.

After setting up the program, two EBCE cycles will be conducted in the first year. During the second and third year, three complete cycles will be implemented. It is anticipated that 60 students will benefit from this project during the first year. During the second and third years, 150 to 180 students respectively are expected to participate in the program. It is expected that the characteristics of the student

population will be representative of the total junior college district population. There are 18 district high schools from which a of students will be enlisted.

Description of the Program:

I. Administrative Structure

The project director reports to the Director of Vocational and Technical Education, Itawamba Junior College, who reports to the President of the College. The project director communicates frequently with the Dean of Instructional Affairs, the Dean of Students, the Director of Cooperative Education, the Business Manager, and the Director of Guidance. The project director also communicates with the Mississippi State Department of Education, particularly with the State Coordinator of Career Education.

The project director is responsible for implementation, evaluation, and demonstration of the EBCE program through the EBCE staff consisting of one On-Site Analyst, three Learning Coordinators, and one Secretary.

II. Program Design

In terms of overall objectives, the program will provide a developmental studies program for educationally disadvantaged students, provide opportunities in career investigation, provide an individualized curriculum, provide the student with the opportunity to develop reading comprehension skills, provide the student with the opportunity to develop mathematical skills, and provide an opportunity for observation and work experience in nontraditional settings.

The management plan, materials, strategies, and techniques developed by the Appalachia Educational Laboratory can effectively be incorporated into a post-secondary program.

The EBCE program will enhance existing cooperation between public education, State Employment Service, community organizations, and area business. The program will improve the potential to reduce youth unemployment and the high rate of job turnover.

Accurate records will be maintained on program activities, during and following EBCE to delineate positive elements. Itawamba Junior College will take an active role in demonstrating program benefits to interested parties throughout the nation. Dissemination and technical assistance efforts to high schools and junior colleges will be increased during the second and third years of the project. First of all, publicity efforts will promote interest in Experience Based Career Education. Interested educators will be invited to visit the project site and will be given information to enhance positive consideration in terms of program benefits, financial feasibility, awarding credits, and in

student safeguards. Secondly, IJC staff will be available to assist high schools and junior colleges at their respective sites in considering, planning, and implementing new Experience Based Career Education programs.

III. Program Components

An Expanded and Improved Cooperative Vocational Education -- The Experience Based Career Education project will expand and improve the existing cooperative educational program. The Cooperative Program exists for Itawamba Junior College students currently enrolled in a vocational, technical, or academic program. Experience Based Career Education participation is available to the educationally disadvantaged, school dropouts, and high school graduates, as well as currently enrolled students.

In cooperative education, students who have trained in a field of study for a minimum of one semester choose to spend a portion of the week at a particular job site. The EBCE participant does not decide on a particular area of training--experience precedes commitment. EBCE students gain on-site work experience in, not one, but several occupational areas.

Elimination of Sex Bias and Sex-Role Stereotyping -- Itawamba Junior College counteracts sex bias and sex-role stereotyping through the EBCE program. All curricula, instructional materials, and evaluation instruments will be monitored for the absence of sex bias. Staff in-service training will include sex bias and sex-role stereotyping. On-site resource persons will be made aware of sex bias problems. EBCE students will be made aware of sex bias and stereotyping during orientation. The EBCE staff will make a positive effort to attract nontraditional resource persons for the project.

Third-Party Evaluation -- The Research and Curriculum Unit for Vocational and Technical Education of Mississippi State University is the evaluator. The evaluator will audit, monitor, and report findings. Evaluation instruments and strategies developed by the Appalachia Educational Laboratory will be utilized. Students, parents, and on-site personnel will participate in the evaluation process.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Group counseling, including values clarification and role-playing, will assist students in recognizing sex bias. In guidance, students will be encouraged to observe and seek nontraditional work experiences. The guidance staff is aware of sex bias. In career decision-making processes, the staff will become aware of any bias introduced into the discussions. The EBCE staff will assist the successful placement of each student in further education and training or in employment. Periodic followup of every EBCE graduate or dropout will be conducted.

Mississippi

Safeguards With Respect to Work-Related Activities of Participating Students -- EBCE participants will be covered by medical and accident insurance. The Student will have coverage while in attendance at or participating in a regularly scheduled activity and while traveling directly to or from the insured's residence and the school or school activity. Student participants are not employees as defined by the Fair Labor Standards Act. It is an educational non-paying work experience program. Employers for on-site experience will be selected on the basis of their compliance with the Occupational Safety and Health Act.

IV. Unique Features

This is a postsecondary project. Unlike the former high school EBCE projects, Itawamba Junior College's EBCE serves an entire five-county area. This program expands the traditional scope with opportunities to school dropouts and area high school graduates in addition to current enrollees. This program is available for students prior to commitment to a particular postsecondary program of education. This program will operate within three 13-week cycles annually. An older, more mature, and pragmatic community college student can benefit from EBCE in a shorter period than in high school programs. Documentation of the students' prior career exploration experiences will be made.

STATE AND PROJECT NUMBER:	Missouri 502AH60005
TITLE OF PROJECT:	Parkway Experience-Based Career Education Project
PROJECT DIRECTOR:	James M. Garrison Parkway School District 455 North Woods Mill Road Chesterfield, Missouri 63017
APPLICANT ORGANIZATION:	Parkway School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$475,691
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The Parkway EBCE project is located in the Parkway School District with its offices and learning center located at Parkway Central High School. The project serves eleventh and twelfth grade students from the four public high schools in the district and four parochial and private high schools.

The Parkway School District is located in one of the fastest growing communities in the State of Missouri, as characterized by the district school population increase from 7673 students in 1964 to the present enrollment of 24,556 students. Parkway School District is located in St. Louis County near the city of St. Louis and is part of a large metropolitan area that exceeds 2,000,000 people in population. The area is essentially a single-family, residential suburban community. Slightly more than 70% of the district employed "heads of household" fall into the professional-technical (39%) classifications. A survey conducted in 1970 showed the $15,000-$20,000 range as the median income and in excess of 90% are home owners. The main types of business and industry in the area are light manufacturing, general business offices, and large medical complexes. Western Electric has established a regional office, including a computer center, within the district. In addition, a large regional shopping center has recently been opened.

Parkway students primarily represent a middle class suburban society. During the 1976-77 school year there are approximately 6,000 students in the four Parkway senior high schools and 2,000 students in the nonpublic high schools in the district. The EBCE program will have an open enrollment policy allowing juniors and seniors the opportunity to participate in the program. The open door policy should assure a

representative cross section of the school district population by selecting from the entire "pool" of students.

There are 67 students enrolled in the project the first semester and plans are to involve 90 to 100 students during the 1977-78 school year.

Description of the Program:

I. Administrative Structure

The project director reports to the Superintendent of Schools in Parkway and is a paid employee of the school district. A project coordinator is employed with EBCE funds and reports to the project director.

The project coordinator is responsible for the daily operation of the EBCE project and coordinates the overall project in the district and with the third party evaluation.

The EBCE project complements the existing vocational program through the coordination of the district Career Education Coordinator. The Parkway Career Education Coordinator serves as a resource person as well as serving on the steering committee.

II. Program Design

The Parkway EBCE project is designed to provide high school students a broad, comprehensive education that is individualized on the basis of each student's unique learning characteristics, personal goals, and educational needs. The project is designed to implement and evaluate a comprehensive EBCE program utilizing students from four public high schools along with four private or parochial high schools.

The first four months will be utilized in employment of staff, developing curriculum, developing a learning center and enlisting students in the program. The second semester of the 1976-77 school year will bring the EBCE project into full operation. The summer of 1977 will be used for further site development and working with students in preparation for the fall 1977 semester. Starting with the fall 1977 program and continuing through September 1979, the program will be in full operation.

The project objectives were designed to provide a free-flowing sharing of experiences through an agressive secondary school Experience-Based Career Education program. Community learning sites will be utilized as the student plan for work experiences.

III. Program Components

The Experience-Based Career Education Program -- The Parkway EBCE Program is based on the model developed by the Northwest Regional

Education Laboratory. It differs from the model primarily in that Parkway has both full-time and part-time students in the project. The learning center is located in a regular high school building. Students will be guided into developing individual learning plans for each of three broad curriculum components. The components (Life Skills, Basic Skills, and Career Development) define skills that are considered important for every person to master. The students and project staff will use such learning strategies as competency certification, journals, career explorations, learning and skill building levels, projects, and employer seminars to meet the requirements of the negotiated individual learning plans.

Elimination of Sex Bias and Sex-Role Stereotyping -- The Parkway School District assures that there will be no sex-role stereotyping in the EBCE project. All curriculum and resource materials used in the project will be carefully evaluated for sex bias. All curriculum and career materials used in the project will be reviewed by a committee. Where discrimination is found a notation will be clipped to the publication clearly indicating where the publication is in error.

There will be no admissions requirements based on sex roles. The EBCE staff will avoid male and female stereotyping in all their interactions with students, particularly with respect to their career development planning and activities. Emphasis will be placed on locating employer sites with men and women in nontraditional roles for the purpose of helping and encouraging students to pursue nontraditional interests.

A task force will be established for the sole purpose of conducting workshops for the EBCE staff, steering committee, and advisory committee to assure that sex-role stereotyping will be removed from the EBCE program. This task force will prepare a set of guidelines concerning sex-role stereotyping for all learning sites. The evaluation team will document the workshops and the guidelines.

Third-Party Evaluation -- Evaluation Research Associates, Inc., is the evaluator. Their plan of evaluation is centered around preparing the instruments for evaluation, assuring the development of measurable process objectives, and assessing where the project is in respect to a given student outcome. Validated instruments such as those developed by the Northwest Regional Educational Laboratory will be used in measuring student gains. Where appropriate, control groups will be identified to show that student gains are due to the project.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- To the extent that everyone is involved in guidance and due to the commitment to sex-fair guidance for the Parkway plan, a workshop will be developed for all team members to assure the development and implementation of process objectives supportive of a sex-fair guidance plan.

Missouri

Safeguards With Respect to Work-Related Activities of Participating Students -- The Parkway EBCE program will provide insurance to cover the safety and well-being of the young people while being transported as well as while actively involved in work-related activities in the community.

When an employment relationship is established, all project activities will be designed and operated within the parameters of the Fair Labor Standards Act and the participating employers will meet the provisions of the Occupational Safety and Health Act.

Where an employment relationship is not established (as in the case of nonpaid work-related activities) all project activities will be designed and operated in full recognition of the intent of the child labor provisions of the Fair Labor Standards Act.

STATE AND PROJECT NUMBER:	Missouri 5Q2AH60026
TITLE OF PROJECT:	A Proposal to Develop and Implement Into a Comprehensive Career Education Program K-14, through a Cluster Structure, an EBCE Program in Grades 9-10, in a Three-County, Non-Urban Area in Missouri
PROJECT DIRECTOR:	Marvin R. Fielding State Fair Community College 1900 Clarendon Road Sedalia, Missouri 65301
APPLICANT ORGANIZATION:	State Fair Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$479,223
DURATION:	June 1, 1977 through May 30, 1980

Site Information:

State Fair Community College, which also serves as an area vocational and technical school, will conduct this project in cooperation with Sedalia School District 200, LaMonte R-IV, Green Ridge R-VIII, Smithton R-VI, Hughesville R-V, and Sacred Heart (a parochial school system) in Pettis County; Cole Camp R-I, Lincoln R-II, and Warsaw R-IX in Benton County; and Otterville in Cooper County. All of these schools are part of the community college and vocational school district. State Fair Community College serves a district, located in central Missouri, which covers nearly 1,132 square miles and has an estimated population of 51,738. Sedalia is the major population center with a 1976 estimated population of 25,204. Warsaw is second in size with 1,750 in 1975. All of the communities in the college district are rural and agricultural, except for Sedalia which is a diversified urban community. Although agriculture is an important part of its economy, it has 72 separate manufacturing industries. The project will serve approximately 30 ninth and tenth grade students who will represent a cross-section of the total student population.

Description of the Program:

I. Administrative Structure

The project is assigned to the Vice-President for Instruction and administered jointly by the Vice-President and the Dean of Vocational-Technical Education. They report directly to the President of the State Fair Com-

munity College. They are responsible for overall administration and coordination of all career education activities. A director of operations is responsible for the day-to-day operation of the EBCE program in all area schools and coordination with the superintendents and principals.

II. Program Design

This Experience-Based Career Education Project will provide ninth and tenth grade students with career awareness through a program of experiential learning and real world exploration which will provide young people with the information necessary to make informed and evaluated career decisions for their junior and senior years. The major goals of the project are:

1. To establish an exploratory cluster curriculum program appropriate for students and teachers at the ninth grade level and coordinate these activities in each system.

2. To develop and establish an EBCE program for tenth grade high school students and provide assistance in the training of professional staff.

3. To identify and secure the cooperation and train community resource people to assist school personnel with EBCE activities.

The project will base the ninth grade cluster exploration on the 15 USOE clusters, relating them to academic areas as follows:

English	Business and Office, Communications and Media, Fine Arts
History	Personal Service, Public Service and Transportation
Home Economics/Industrial Arts/Music/Art/Physical Education	Agribusiness, Construction, Consumers Homemaking, Hospitality and Recreation
Math	Manufacturing, Marketing and Distribution
Science	Environment, Health, Marine Science

EBCE exploration activities in the community will then be available in the tenth grade.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an

Missouri

In-School Occupational Cluster Program--This project will develop a program based on the materials and procedures developed by the Appalachia Educational Laboratory. Career education activity guides previously developed by classroom teachers in the participating schools to be implemented in classroom exploratory experiences will be coded according to the USOE clusters and used by the ninth grade classroom teachers to enrich the current curriculum through cluster exploration. This in-class program will give all students the background needed to determine which clusters they would like to explore later in either the EBCE program, a vocational program, or the regular school curriculum.

In the tenth grade approximately 30 students will have the opportunity to participate in the EBCE program. This program will focus on direct experience for students at a variety of experience sites in planned learning activities that blend growth in academic subjects, career awareness, and basic and social skills. Individualized instruction by Learning Coordinators determines how the students earn academic credit and is a key to program success. Each student's program consists of an academic component and a career component which are oriented towards the concept/inquiry model of learning. Once the desired curriculum concepts are selected, the student and the Learning Coordinator can match concepts, sites, references, and learning materials in ways that are unique for each student. An essential part of this EBCE process is experience site analysis, in which a staff member analyzes cooperating experience sites for the learning situations and work experience available.

Elimination of Sex Bias and Sex-Role Stereotyping--The project will conduct a series of awareness activities for EBCE staff, students, and community resource people which will concentrate on exposing and removing sex barriers. Such activities will include the selection of personnel using guidelines which have been developed on a nonsexual criterion-referenced basis; regularly scheduled inservice workshops; the use of materials which are sex neutral; the review of prospective materials for sex bias; the use of sex neutral diagnostic instruments; the placement of students at experience sites without regard to traditional practices; student exposure to individuals in nontraditional career areas through both site placement and "in-house" seminars and programs; sex-role stereotyping exercises; and inservice training for both community resource persons and parents.

Third-Party Evaluation--The third-party evaluation will provide for both formative and summative evaluation. It will consist of three interrelated activities: (1) assembly of instrumentation, (2) assessment of the status of the program in meeting the predetermined program objectives, and (3) measurement of student outcomes resulting from program operation. The evaluation design will consist of comparison measurement between an experimental group and a control group (taken from nonparticipating members of the tenth grade class from each school on a random sample basis). Student participants will also be selected on a random sample basis. Data will be collected through such instruments as the Career Maturity Inventory, the

Comprehensive Tests of Basic Skills, the Iowa Test of Educational Development, and various other instruments developed by AEL whenever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Sex-fair guidance and counseling will be insured through the provision of inservice training for staff and both group and individual counseling sessions for students addressing these issues. A major component of this project is addressed to school placement services. State Fair Community College has four placement programs in operation, including a cooperative Job Placement System which coordinates the placement of students from four two-year college institutions and four area vocational-technical schools. Placement for the EBCE project will be integrated into the Cooperative Job Placement System which has in operation a computer to search and match students to particular jobs that are stored in the computer bank. The goals of this component include:

1. To provide job placement services to all students seeking full-time employment.

2. To develop a working relationship with area employers and personnel managers and to conduct an organized program of job development.

3. To supplement local job openings with the Missouri State Employment Service's computerized State-wide bank of job orders and job openings from other sources.

4. To design and implement systematic follow-up studies to determine placement and get a measurement of job achievement, adequacy of skill development, and worker mobility and provide the cooperating schools with this information concerning their graduates.

5. To place students in post-secondary career programs related to their field of study or area of special interest.

Safeguards With Respect to Work-Related Activities of Participating Students--All project activities will be designed and operated within the parameters of the Fair Labor Standards Act and the Occupational Health and Safety Act. All students will be insured to cover their safety and well-being while being transported and while actively involved in a work setting.

STATE AND PROJECT NUMBER:	Montana 502AH60053
TITLE OF PROJECT:	Experience-Based Career Education Priority Area III
PROJECT DIRECTOR:	Frances Jackson Director of Career Education Great Falls Public Schools 1100 Fourth Street South Great Falls, MT 59405
APPLICANT ORGANIZATION:	Great Falls Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$320,000
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The Great Falls Public School system includes 21 elementary schools, 4 junior high schools and 2 senior high schools. In 1975-76 the elementary schools (K-6) had a total enrollment of 9,713 students, junior high schools (7-9) had an enrollment of 4,651 students, and senior high schools (10-12) enrolled 4,248 students. Included within the public school system is a Vocational Technical School which enrolled 354 students during this academic year. There are no nonprofit private secondary schools in the area. However, because elementary students from private schools attend the two district high schools, those schools' active participation will be sought to broaden their awareness of vocational and work experience programs available to them.

The city of Great Falls is located immediately east of the Rocky Mountains and generally in the central portion of the State of a north-south axis. The 1970 census showed the city to have a population of 60,091 residents and the county a population of 81,804. Located within the city are a diverse range of major industrial, transportation, and service companies. These include the Anaconda Company, Montana Deaconess Hospital, Mountain Bell Telephone Company, and the Great Falls Tribune. Great Falls is also a center of government activity with over 5,000 State and Federal government employees working within the city. There are 781 retail business establishments located within the city of Great Falls. These firms employed (in 1971) 3,383 persons with a total retail sales (in 1971) of over $176 million. There are 142 wholesale business activities in the city which employ nearly 1,400 persons. Wholesale sales (in 1971) exceeded $195 million.

Montana

The student population is 90.5% Caucasian, 6% Native American, 1.3% black, .8% Asian and 1.2% Spanish surname. Approximately 22.8% qualify for Title I assistance. Over 2,000 students are from military families at Malmstrom Air Force Base or the Montana Air National Guard. It is anticipated that students participating in project activities will be representative of the total population; however, there will be a special effort to provide Experience-Based Career Education activities and programs to meet the particular needs of students whose characteristics can be defined as culturally/educationally/economically deprived or gifted and talented. The number of students to be served by project activities will vary over the three-year period depending on the grade level emphases and the type and success of various components.

During the three-year project period the number of Work Experience/Career Exploration students involved should increase from 10 to 40, of Exploration students from 50 to 150, and of Internship students from 10 to 20. From 325-375 cooperative vocational students will be affected by project activities, as well as many of the 400 working students not involved in vocational education. Indirect, or less intensive activities, will affect approximately three times as many students.

Description of the Program:

I. Administrative Structure

The project is the assigned responsibility of the administrators and supervisors of secondary vocational education. The project director reports to the Assistant Superintendent for Instruction and the Superintendent and makes regular reports to the Board of Trustees. A representative Advisory Council will be utilized which includes personnel from the Office of Public Instruction, representing both Career and Vocational Education. The staff will maintain person-to-person liaison with principals and teachers involved in project activities. The project director is responsible for coordinating all career education activities in the district with Experience-Based Career Education implementation strategies, third party evaluation, and communication with concerned publics.

II. Program Design

Implementation of Experience-Based Career Education is seen as the most effective means of systematically providing students a career-related (1) in-school experience, (2) work and out-of-school experience, (3) supervision in a work environment, and (4) participation in a productive economic role. General goals for the project are to:

a. Identify, develop, and/or implement career, vocational, and work experience programs which are based upon identified manpower needs and student career interests.

b. Improve existing programs by incorporating selected elements of an Experience-Based Career Education model.

c. Implement a guidance and counseling program which: (1) is free of sex bias, (2) exposes students to a wide range of careers, and (3) broadens their occupational aspirations.

d. Develop a placement system, both information and services, for exploration and training youth to enhance their transition from school to work and/or further training and education.

e. Improve student performance in basic skills and specified areas of career development which increase adaptability and employability to reduce the level of youth unemployment.

f. Implement a system of internal monitoring and objective third party evaluation which assesses student progress toward identified goals and which provides the necessary data for efficient and effective project management.

Improvement and expansion of cooperative and work experience programs will occur simultaneously, adapting and/or adopting those elements of the Experience-Based Career Education model most congruent with program objectives. Prototypes will be developed and refined as necessary throughout the Federal funding period. Replication will occur within the district, after evaluation and revision, prior to dissemination within the State.

III. Program Components

An Expanded and Improved Cooperative Vocational Education and/or Work Experience Program -- Within the project timeframe, three new offerings in vocational education and work experience will be developed to accommodate a wider range of student career interests. Additional expansion will be in the implementation of the Work Experience/Career Exploration Program (WE/CEP) for students under 16 and an executive intern program. All programs will adapt/adopt Experience-Based Career Education elements as strategies for improvement. Existing programs will be enriched through employer seminars, explorations, and site analysis techniques. Initially, Northwest Regional Educational Laboratory materials will be used, with the option of some revisions which could incorporate Appalachia Educational Laboratory and Research for Better Schools materials. All senior high school students who work but are not enrolled in cooperative programs will attend employer seminars.

Elimination of Sex Bias and Sex-Role Stereotyping -- Teacher-coordinators and other staff participating in the work experience progams will attend a workshop dealing with sex equality in education and employment. A resource bank of persons employed in nontraditional fields will be compiled for broadening career awareness and for providing exploration sites.

Montana

Existing vocational curricula will be evaluated and redesigned to eliminate sex-stereotyping and improve participation of students in Industrial Arts and Home Economics classes. Student orientation procedures will be revised to expose students to the expanded range of work experience and vocational programs to encourage enrollment on the basis of career interest rather than conformity to traditional biased opinions or pressures. Print and audio-visual materials will be evaluated using criteria such as those established by Educational Products Information Exchange.

Third Party Evaluation -- Evaluation services will be provided by Dr. Frank G. Nelson, Educational Management Corporation, Salem, Oregon. Assessment will include management and organization as well as process, product, and student outcomes. Generally, the steps outlined by Development Associates, Inc. will be followed. Instruments to be used include the Differential Aptitude Test/Career Planning Program, Career Maturity Inventory, Career Development Inventory, Ohio Vocational Interest Survey, and the General Aptitude Test Battery/Interest Checklist. Questionnaires will be designed for subjective evaluation of improvements in vocational and work experience programs.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- There is an obvious overlap in the activities designed to eliminate sex bias and to provide these sex-fair services. The objective throughout is career exploration, preparation, and placement on the basis of the self-assessment of interests and aptitudes without regard to traditional stereotyping practices. The Project will work cooperatively with the district Title IX Coordinator. Workshops are planned for vocational teacher coordinators and counselors. Training agreements will be amended to ensure employer compliance with Title IX. Brochures will be developed for students (and parents) to encourage investigation of non-traditional careers. And community resources will be urged to expose students to nontraditional occupations in the Employer Seminars.

Safeguards With Respect to Work-Related Activities of Participating Students -- Students participating in exploratory unpaid experiences will be covered by special insurance while at employer sites and while enroute to and from the school. This will supplement district insurance on all students participating in school-related activities.

IV. Unique Features

The Work Experience/Career Exploration Program (WE/CEP) will be the first for the State of Montana, and it could possible be the first implementation which incorporates Experience-Based Career Education techniques and strategies. They will be an integral part of all vocational courses, consumer economics, and other curricular programs with a potential impact on several thousand students rather than a small group of specially designated Experience-Based Career Education students.

STATE AND PROJECT NUMBER:	Nebraska 502AH60058
TITLE OF PROJECT:	Experience-Based Career Education (EBCE)
PROJECT DIRECTOR:	C. Burnett Terman School District #2 of Grand Island 615 North Elm Street Grand Island, Nebraska 68801
APPLICANT ORGANIZATION:	School District #2 of Grand Island
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$359,220
DURATION:	July 1, 1977 through June 30, 1980

Site Information:

This EBCE project will serve students enrolled in Grand Island Senior High School. Grand Island is a city located in central Nebraska with a population of approximately 35,000 persons. Small equipment manufacturing, food processing, large machinery manufacturing, and agriculture provide a very stable economic base for the community. Because of the growth of present industry and the addition of new industries, additional expansion has taken place in such areas as warehousing, motel accomodations, food services, retail and wholesale trade. The Grand Island Public Schools had an expected enrollment of 1,485 students in 1976 for grades 1-12. The project will serve approximately 25 students each semester, including students from Central Catholic High School, the only private high school in Grand Island. Students will be randomly selected from among those who apply and will represent a cross-section of the student population.

Description of the Program:

I. Administrative Structure

The project director reports directly to the Superintendent as well as to the Assistant Superintendent in charge of vocational education. The district has no formal structure for career education. The project director will be responsible for overall administration of the program, personnel matters, fiscal management, and articulation with the community.

II. Program Design

This project will develop an occupational cluster program using experience-based career education activities to provide an alternative in both learning mode and content for students. The project will organize student activities into a structure of five super-clusters. The initial super-

cluster to be experienced by students will include Business and Office, Distribution, and Manufacturing. This super-cluster includes a thread carried on in each of the subsequent clusters. Super-cluster 2 will include Construction, Agribusiness and Natural Resource, and Environment. Super-cluster 3 will encompass Public Services, Transportation, and Health. Super-cluster 4 will encompass Hospitality and Recreation, Personal Service, and Fine Arts and Humanities. Super-cluster 5 will include Communications and Media, Consumer and Homemaking, and Marine Science.

The super-cluster approach will provide each student in the program a chance to explore occupations in a wider variety of situations than would be allowed if experience sites were developed one cluster at a time. The EBCE staff will develop a learning experience site guide for each super-cluster and use it as an aid in helping students select an experience site. As each super-cluster becomes operational and experience sites are developed, a team of practitioners in the businesses involved, professional organizations related to the clusters, organized labor, and classroom educators will make recommendations for activities that should take place at that experience site.

The first community sites will be representative of each major occupational cluster. The widest variety of experience sites will be developed at the entry-level for each super-cluster. This will allow students to experience occupations in various areas before deciding to pursue higher level jobs in one cluster. As the students progress up the job ladder, their experiences will become more specialized. At the conclusion of the five super-clusters, the students will have been exposed to career development, academic learning, and job exploration. The students will have acquired experience and performed tasks from the semi-skilled through the professional levels.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program--This project will use many of the strategies, materials, and concepts developed by the Northwest Regional Educational Laboratory. It is to provide students with career exploration opportunities within the community and learning experiences by interaction with adults on job sites and with EBCE staff. The student with a learning or social disability and the student who seems to be self-actualizing should be attracted to this mode of learning. The program will be initiated by organizing career information and exploratory or learning sites into job clusters. Relationships of jobs within and between clusters will be developed so that students will gain an understanding of job mobility within a cluster and between clusters. Employability and basic skills which are common to several clusters will be an important part of the students' career development programs. Other techniques to be used include competency certification and student journals.

The program for students will allow them to request EBCE as they request other courses for their schedule. A block of two and one-half hours per day of unscheduled time will be allocated to be rescheduled as the student and the learning manager see needed in order to meet the student's needs. An individual program will be developed in which credit will be granted on the successful completion of the activity or project. An individual project agreement will include the following information: rights and responsibilities of the student at the community resource site, the tasks the student is expected to do, the amount of time the student will spend at the site, the means by which the student's performance will be judged, and the end product. Credit will be issued based on an analysis of the quality and quantity of tasks completed.

Students will spend three to five days at community sites of their choice while they are exploring job tasks. When they determine an area they want to study in depth, they will spend up to thirteen weeks at the site. They will receive most of the basic skills from the regular curriculum offerings. The EBCE staff will reinformce the Basic Skills, as well as nurture the Life and Career Development skills. The Employer/Community sites and the learning center will be the two sources of learning activities during the students' assigned EBCE time.

Classroom sessions will deal with survival competencies such as: how to apply for a job, job interviews, work habits, career decisions, entry level skills for chosen career, proper dress for job, communications, decision-making and setting values, understanding and participating in government, consumer rights and responsibilities, and an effort will be directed at developing those skills, confidence, and interest for learning through life. These affective elements are an important part of any career education program if students who leave it are to be successful employees and fulfilled adults. A comprehensive career development curriculum will be developed which concentrates on integrating career development and academic courses. An important tool to assist in improving the present program and in developing the EBCE program is the use of site analysis techniques. Staff members in the areas of Occupational Education, Distributive Education, Auto Mechanics, Trades and Industry, Secretarial Practice, Counseling, and Curriculum Coordination will be involved in the inservice of this technique.

Elimination of Sex Bias and Sex-Role Stereotyping--All students, regardless of sex, are given equal opportunities to participate in any facet of the Senior High School curriculum. However, sexism is embedded in the perceptions, values, and assumptions of society; therefore, the school needs to examine its instructional materials, resource materials, evaluation instruments, populations served, and training stations available to students are program components which need monitoring and evaluation so that one can be sure of equal opportunity for everyone.

A committee will be established to work with the EBCE staff in monitoring and evaluation the components of the program. The committee will be

composed of representatives from the high school teaching staff, from the media department, from the counseling department, and from the community. The committee will review current literature as well as become familiar with the Title IX guidelines so they may provide the best possible counsel. The committee will review the school district's plan for compliance with Title IX. The Northwest Regional Educational Laboratory has developed some good questions for evaluation and a wealth of references, which will be used in this review process. The committee will provide the necessary assistance in the selection of materials and the development of materials to insure the absence of sex-role stereotyping and will have input in identifying nontraditional work roles in the community.

Third-Party Evaluation--The third-party evaluator will be Dr. Wesley C. Meierberry of the University of Nebraska. The evaluation plan will provide data for improving the direct and indirect services provided to students. The plan will address the following areas: (1) student and program outcomes; (2) perceptions of the program by parents, participating employers, students, EBCE staff, and high school staff; (3) indirect outcomes such as the effect upon the participating employers; (4) degree of modification of understandings and attitudes of present staff in relation to their involvement with career education; and (5) processes used in developing the program. Students will be selected randomly from the applicants for a control group. If there are not enough applicants for this method of selection, then information from students' permanent records will be used to identify a control group. The following factors will be considered: GPA, attendance, and type of courses previously completed. A third group will also be used to compare data. This group represents the students who are on job training stations in the Vocational Education program. The evaluator will use such instruments as the Iowa Test of Educational Development, the Psychosocial Maturity Scale, the Self Directed Search, achievement tests, and various questionnaires to gather the necessary data.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--The students will receive help in identifying their own values. They need to be encouraged to explore nontraditional non-stereotyped career possibilities. Students will be helped in this area by both the EBCE staff and other high school staff members. High school staff and community instructors also need to be sensitized to all the ramifications of being biased. The EBCE staff will provide the necessary in-service activities to assist those who work with students as well as the students in understanding changing roles and the importance of equal opportunity in society. The senior high school's guidance services will continue to work with those students who are selected for the EBCE option. The counselor will help complete the registration and the supportive classes necessary for the student's graduation, career exploration, and training needs. The regular counseling staff will continue working with this student through the EBCE career experiences, coordinating the curriculum options with the student's changing career outlook and with the recommendations of the EBCE staff.

The Guidance Department presently surveys graduating seniors to determine their immediate plans. The Vocational Education Department does a follow-up of their students about six months after graduation. Presently the school is also doing a follow-up of all students five years after graduation.

The Guidance Department works with young people to assist them in successful placement following high school, whether they terminate as a result of graduation or just drop out. The EBCE staff will work with the guidance staff to be sure that each individual receives placement services at the time of his/her need. The Nebraska Job Service will assist in the placement of students. It will be a goal of the EBCE staff to further develop the relationship of the Job Service and the senior high school. The Nebraska State Department of Education is developing a Career Information System for the State of Nebraska. This system when developed will also be an asset to the placement of students. The staff will use all available resources in the school, community, and State to assist in the placement of all EBCE students.

Safeguards With Respect to Work-Related Activities of Participating Students--The Grand Island Public Schools holds a liability insurance policy with the State Farm Insurance Company. The vehicles owned and operated by the school district are also insured with liability coverage for $100,000 for a single person and $300,000 on one accident. Each student who is not covered under a family medical insurance plan will be encouraged to participate in the school plan offered by Mutual of Omaha. In this plan, if a student should need medical attention while participating in a school-related activity during assigned school hours, the student is covered for medical expenses as identified in their policy. If a student does not purchase the school insurance the parents will need to sign a statement indicating they have an accident insurance plan.

The senior high EBCE program is designed to deal with students as learners, not earners. Students are not employees and may not be paid for their activities in the community. To insure that this condition continues the EBCE program will be operated within the parameters of the Fair Labor Standards Act and the Occupational Health and Safety Act.

IV. Unique Feature

This EBCE program will provide an opportunity for all senior high students to drop in and explore by interacting with staff and materials without making a total commitment to the program. The program will provide an opportunity for every student in the school to have an occupational assessment. It will provide every student with an opportunity for one exploratory experience per year without total commitment to the program. The student would arrange to miss regularly scheduled classes to have this one experience. This experience may motivate the student into participating in the program the following semester. Also the general student body will be invited to attend any sessions in which guests from the community are brought to the school as career resource people.

STATE AND PROJECT NUMBER:	Nebraska 502AH60118
TITLE OF PROJECT:	Lincoln Experience-Based Career Education Project
PROJECT DIRECTOR:	Carl Spencer Lincoln Public Schools 720 S. 22nd Lincoln, NB 68510
APPLICANT ORGANIZATION:	Lincoln Public Schools Lincoln, NB
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$349,398
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

This project is located in School District 1 of Lancaster County, Nebraska. All four of the public high schools in Lincoln will install an EBCE program under this project.

Lincoln is a town of largely middle and upper middle class persons. The largest employers are the State government, the University of Nebraska, and various insurance company headquarters. Students generally aspire to professional jobs requiring college education; many enter vocational/technical schools. Achievement is above national norms on almost every measure. The minority population of Lincoln is less than 15%. Although some dispersion of minorities has occurred, most live within one high school attendance area. The dropout rate in this high school is approximately 25%, with other high schools reporting about 12%, 8%, and 6%. A representative sample will be encouraged to participate. Although the schools will begin with fewer students, by the third year of the project, it is expected that each high school will enroll 125-250 tenth grade students, 100-125 eleventh grade students, and 75-100 twelfth grade students in the EBCE program.

Description of the Program:

I. Administrative Structure

The Project is supervised by a Coordinating Council which consists of the Superintendent, Associate Superintendent for Instruction, Director of Guidance, Director of Vocational Education, and each of the high school principals. The director of the project reports to the

Coordinating Council, which meets at the call of the Superintendent at least once per month or more to determine the overall district policies and procedures of the EBCE program and to direct the EBCE project. A project staff member is assigned to each high school to serve under the principal's supervision as the manager of the installation process.

The staff members also work under the project director's supervision to develop program elements and carry out district-wide project activities. District-wide task forces analyze program components and make recommendations to the Coordinating Council for district-wide policies and procedures. Local task forces work in each local building to adapt the overall EBCE model to the local school situation in accordance with those district policies and to plan and assist in the task of installing the program.

II. Program Design

The purpose of the project is to adapt the EBCE model for the Lincoln Public Schools and to assist each high school to install an EBCE program in such a way that it is integrated into the ongoing structure and operation of the school and is maintained as a local effort at the end of the period of Federal funding.

As one major mechanism for delivering career education, the EBCE program is a logical extension of the efforts begun in the district under a previous Part D-funded career education project. Because funding began October 1, most of the project effort during the first school year will be focused on development of program components, training school staff--especially those who will be operating the program, planning the installation strategies, and compiling the resources in the community and in-school learning centers necessary to operate the EBCE program with students. The general model and the policies and procedures specific to the Lincoln adaptation will be piloted with a small group of students in one high school during the second semester of the first year.

After the pilot operation, the project will proceed in several phases similarly in each of the schools. Phase I will involve planning, developing, and implementing a sequence of career and educational planning activities required of all 10th grade students which will serve, among other purposes, to introduce all 10th grade students to the EBCE program. Phase II will involve planning and developing the program components in the district level and in each high school. Phases I and II will take place during year 1. Phase III will begin installation of the program in each high school (125-150 students) and refinement of the program. This will occur in year 2. Phase IV will see full-scale operation in each high school (225-275 students) during the third year. Phase V will involve integration of the EBCE concepts and program activities into the on-going structure and operation of each high school.

The project will operate insofar as possible on data-based plans which specify goals, activities, role responsibilities, timelines, and evaluation criteria. Separate plans are constructed for the project as a whole, and for the effort in each school. Management of the project and each school's efforts are based on these plans.

III. Program Components

The Experience-Based Career Education Program -- The Lincoln program will be based on the RBS model of the EBCE program. Participating students will explore careers at community sites in groups of 8 or 10. When an area of specific interest is identified, students and learning coordinators will develop individual projects combining career development and other learning objectives in community-based learning experiences. Learning coordinators will assist students to make maximum use of school resources through regular classes, individualized and specialized learning courses, and community resources. Special guidance activities will assist students to process the information about the world of work and themselves to help make career choices and development plans. Mechanisms of the program will make individualized and specialized learning and community resources more available to all students in the completed program, as well as EBCE students.

Elimination of Sex Bias and Sex-Role Stereotyping -- A special task force of district and community representatives will develop a program of activities for the EBCE project in order to reduce sex bias and sex-role stereotyping in school-based and community-based instruction and guidance. In many cases, activities already going on will be refined, supplemented, and applied in larger measure: (a) special inservice for counselors, teachers, and EBCE staff members; (b) continued collection, evaluation, and dissemination of instructional materials for use in counseling and instruction; (c) discussion of the problem with community resources; (d) analysis of community learning sites to provide positive examples of nontraditional roles and elimination of blatant cases of bias and stereotyping.

Third-Party Evaluation -- The evaluator is the Educational Service Unit #18 Evaluation Team. Evaluation will focus on the process objectives in the development and installation procedures during the first year, process and outcome data in the second year, and project effects on students, parents, teachers, administrators, community resources, and the community as a whole the final year.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services -- Student process and outcome objectives will be constructed by guidance personnel for the district as a whole and for each school, and incorporated into the guidance activities of the 10th grade sequence and the EBCE program. Placement services will be further developed and operated in each school for all existing students, and these services will

also incorporate student process and outcome objectives designed to provide sex-fair guidance.

Safeguards with Respect to Work-Related Activities of Participating Students -- Students will be invited to expand their regular student accident and medical insurance to include school hours, attendance at employer sites, and travel between the two and home. Students attend employer sites to learn whether to choose a specific career, not how to perform specific jobs. They will be rotated among sites and perform such nonproductive and nonpaid roles so that they are not employees as defined by the Fair Labor Standards Act.

IV. Unique Features

Unique features of the Lincoln EBCE are (a) the intention to integrate the program into the ongoing structure and operation of the school, using the program mechanisms to increase options to all students as well as providing a major option for some who specially enroll in the program; (b) the management system in a decentralized operation, which uses systematic planning and task forces to plan and manage the development and installation process; and (c) the intention to install the program in all district high schools on a limited budget, using project funds only for development and installation, and district funds for all phases of operation from the beginning of the project.

STATE AND PROJECT NUMBER:	Nevada 502AH60040
TITLE OF PROJECT:	Rural/Secondary/Post-Secondary EBCE Demonstration
PROJECT DIRECTOR:	J. Clark Davis Executive Vice-President Western Nevada Community College 2201 West Nye Lane Carson City, Nevada 89701
APPLICANT ORGANIZATION:	Western Nevada Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$320,714
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The Western Nevada Community College is acting as the applicant agency along with Churchill County School District, Lyon County School District, and Mineral County School District to implement and demonstrate Experience-Based Career Education in rural Nevada. The three school districts have a total of five high schools which enroll 6,921 students. Western Nevada Community College enrolls approximately 2,000 FTE students. It shows a mix of 55% course offerings in occupational programs and 45% in the academic area. The population of the three participating counties total 27,530. The economy is based predominantly on agriculture, mining, and military installations. The three counties contain a wide representation ot ethnic groups. There are are approximately 1,925 aiute and Shoshone Indians and 200-300 blacks. Mexican-Americans and Spanish/French Basques have been assimilated into the cultures of the three counties to such a thorough degree that it is impossible to obtain accurate figures for these groups. The student population for the project will be made up of 11th and 12th grade students and the entire range of community college students. Student participants will represent all the ethnic groups of the communities, all ranges of educational abilities, and both sexes. Initially, there will be approximately 65 12th grade and college students participating in the project. By the end of year three the project is expected to serve 250 students per year, including high school juniors.

Description of the Program:

I. Administrative Structure

The project directors are the Executive Vice-President of Western Nevada Community College and the Dean of Occupational Education.

Nevada

The Executive Vice-President directly administers Western Nevada Community College, one of three community colleges in Nevada's University system. The two project directors will be responsible for overall coordination of the project, liaison with the three school districts, the evaluators, the Northwest Regional Educational Laboratory, and advisory committee, and for all fiscal decisions.

II. Program Design

The project will implement the EBCE model developed at the Northwest Regional Educational Laboratory. The goal of the project is to provide students, by direct experience in the local community, an opportunity to learn the process of career decisionmaking, to study their academics in the context of experience sites and people in the community, to become more responsible and mature, and to begin developing a conscious and consistent set of values, the project will operate in two phases. Phase One will be concerned with project start-up activities including site recruitment, student selection, staff and employer training, etc. Initially, each school district will emphasize an occupational program common to its students' needs. Churchill County will concentrate on automotive/mechanical occupations and agriculture-related careers. Mineral County will concentrate on business-related careers. Lyon County will concentrate on automotive/mechanical occupations. As students become aware of the variety of occupations available to them, these areas of concentration will be expanded. Phase Two will see the expansion of the program into occupations and learning sites not developed in Phase One and an increase in the number of students served.

III. Program Components

The Experience-Based Career Education Program--This EBCE project will be based on the three campuses of the Western Nevada Community College, although the learning center in Lyon County will actually be located in the high school. The intent of the project is to develop, over time, a comprehensive alternative to the regular curriculum for high school and college-level students, using the NWREL model. The students may earn six credits per semester and will be required to make five career explorations, conduct two learning levels, work on five survival skills, maintain a weekly journal, and participate in a weekly one-hour seminar. They will spend approximately 15 hours per week in the project. They may also enroll in regular high school or college courses.

Elimination of Sex Bias and Sex-Role Stereotyping--The project has developed a set of guidelines to be followed for the elimination of sex bias and sex-role stereotyping. These include the review of curriculum and evaluation instruments for sex fairness, the development of strategies to encourage students to investigate forms of sex bias in daily life, seminars and workshops that address the impact of sex bias, the placement of students in

nontraditional career situations, the identification of community resources persons in nontraditional roles to be role models, discussions among employers, employees, and students on the issues of sex bias and stereotyping in the business world, and inclusion of sex-role stereotyping in employment practices in employer/community training efforts.

Third-Party Evaluation--The Research and Educational Planning Center of the University of Nevada, Reno, will be the third-party evaluator. They will use An Approach to Evaluation: A Model for Evaluating Exemplary Programs as the model for evaluating the project. It includes context evaluation, input evaluation, process evaluation, and product evaluation. Instruments to be used will be selected from among the validated tests which were developed or adopted for use by NWREL. These will include the Comprehensive Test of Basic Skills, the Psychosocial Maturity Scale, the Self Directed Search, the Semantic Differential, and various questionnaires and interview forms.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Sex-fair guidance and counseling will be provided through the development of staff awareness, strategies, and skills in working with students on sex bias and designing project activities related to sex bias. Sex-fair guidance and counseling will be made available to students as they plan future goals and as they begin to realize those goals after leaving the program. Students will be encouraged to pursue their interests in nontraditional directions. Follow-up records will be maintained of all students leaving the project.

Safeguards With Respect to Work-Related Activities of Participating Students--Insurance will be provided to cover the safety and well-being of students while being transported as well as while actively involved in work-related activities in the community. All project activities will be conducted within the parameters of the Fair Labor Standards Act and all participating employers will meet the provisions of the Occupational Safety and Health Act.

IV. Unique Features

This project provides an opportunity for eligible high school seniors to earn academic college credit through "advanced credit arrangements" with the school districts. It will also provide an opportunity via the community college for the adult college student to gain skills for pursuing a "new" career.

STATE AND PROJECT NUMBER:	New Hampshire 502A150001D
TITLE OF PROJECT:	Project Bridges: "Spanning the Gap Between Education and Earning a Living"
PROJECT DIRECTOR:	Susan E. Klaiber Project Bridges Somersworth High School Memorial Drive Somersworth, New Hampshire 03878
APPLICANT ORGANIZATION:	Somersworth School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$328,833
DURATION:	July 1, 1975 through June 30, 1978

Site Information:

The Somersworth School District educates students in five elementary schools, one middle school, and one high school. Of the approximately 2,200 pupil enrollment, 800 are enrolled at the high school. The primary impact of Project Bridges will be felt at the high school level with a secondary target population benefiting at all grade levels 1-12. Most of the working population in Somersworth is employed in one of the many manufacturing industries located in the region; however, labor projections indicate a leveling off trend for production occupations and an increase in personal and industrial service occupations during the next five-year period creating a need for greater diversification of occupational training both for those in school and out of school.

Economic conditions for a majority of the families in Somersworth fall below the State average and lack of family income restricts the graduating students' opportunities for post-secondary education. More restrictive than financial considerations for self-improvement and professional training is the attitude of many parents. The vision of both parents and students is often influenced by the fact that both parents work in low-level ability occupations and have never attended college and in many cases never completed high school. Sixty-eight percent of the graduating class of 1974 directly entered the world of work and did not pursue any additional occupational training.

New Hampshire

Somersworth is located in the southeastern part of New Hampshire, within easy access of cultural centers, metropolitan Boston, and mountain and seashore recreation. Community progress is evident through a sweeping urban renewal program for business, housing and cultural facilities. Growing recreational programs enhance community spirit.

Description of the Program:

I. Administrative Structure

Project Bridges will be administered by a fulltime Project Director with experience in Vocational Education and Administration. Twenty percent of the existing Vocational Director's time will be spent as Project Administrator in coordinating already established Vocational programs with the new programs to be initiated.

The Administrative staff will be governed by an Executive Board consisting of the High School Principal, the Middle School Principal, one Elementary Principal, one High School guidance representative, one vocational instructor and the District Superintendent of Schools. Other project staff include a full time Vocational Guidance Coordinator and an Administrative Assistant.

Contact will be maintained with the Research Coordinating Unit of the New Hampshire Vocational-Technical Division, with regional post secondary schools, with the existing Career Education Coordinators in each of the district schools, with the Directors of Cooperative Education and Diversified Occupations and with the Somersworth Vocational Advisory Board to assure articulation with on-going programs.

II. Program Design

It is the responsibility of public education to insure that equal career preparation opportunities are available for all youth. The school must assist the student in acquiring the vocational and technical, social and economic competencies necessary to enter the world of work, progress in their chosen career, and adapt to a changing world. The primary purpose of Project Bridges is to eliminate the gap between school and earning a living for the youth of the Somersworth School District. Emphasis is also placed on furthering cooperation between public education and the local business/industry community as well as the expansion of occupational aspirations and opportunities for all youths. These goals will be met through components in guidance, clustering, articulation and special needs. Impact in tne initial stages of the project will focus on the guidance, preparation and placement

of High School "vocational student", with emphasis being given to the continuation of a career development program for all students taking place throughout the duration of the project.

III. Program Components

Guidance and Counseling, Including Self Awareness, Attitudes and Decision Making Skills -- The comprehensive program focusing on self awareness, attitudes and decision making which has been developed and implemented by individual teachers in the past few years in the Somersworth District will continue in the elementary and middle schools. The existing programs at the High School level will also continue with new emphasis being given to developing course offerings which focus on attitudes toward work and the local and regional job opportunities which are available. A new emphasis in the Guidance area will insure guidance for the individual from grade one until a tentative vocational choice is made. Guidance, Phase II will focus on the students' guidance needs by a team of persons including the parents, vocational teacher/advisor and guidance counselor as well as the student. A guidance gate checklist will be developed and maintained for each student.

Elementary Career Awareness -- The world of work emphasis at the elementary level involves a variety of career awareness activities including identification of jobs at home, in school, in the local and regional community and the skills associated with them. Also included are the study of job clusters and the relationship between careers and life styles. District guidance personnel will be responsible for conducting career awareness up-date presentations for all elementary teachers. The thrust of this endeavor will be focus on new and emerging occupations.

Middle School Career Exploration -- The Middle School levels, which includes grades 7 and 8 provides for a variety of career explorations. Students are involved in research in the occupational clusters, field trips to businesses and industries, shadowing of workers on the job and at home and hands-on activities in a number of job clusters. At least two new hands-on job exploration options will be added each year to each of the occupational clusters at the Middle School. The project staff will develop career path booklets, designed for varied reading abilities, so that any student at any grade level, can visualize where they are now, how their education to date has helped them understand careers and routes available to them for acquiring future vocational education.

New Hampshire

Occupational Preparation -- The major thrust of Project Bridges is at the High School level. A new focus will expand the job preparation offerings in the occupational clusters of agri-business; construction; business and office; hospitality and recreation; and communications and media. A minimum of one new in-school vocational program will be started in each of the five clusters per year for the three year duration of the project.

Recognizing that it is impossible for a school to provide vocational laboratories and skilled specialists in all occupational areas because of small numbers of potential enrollees and the related high operational costs, Project Bridge will develop satellite programs in the community. Twenty training stations and instructors in public businesses will be developed during the first year and an additional twenty sites in private business and industry during the second year. A series of workshops will be held to acquaint selected local occupational specialists with the goals and objectives of the project and to provide them with the basic instructional techniques needed to become effective vocational teachers. The proposed programs will provide training in career options both longitudinally across a cluster as well as vertically along a career ladder.

Placement Activities -- In coordination with the existing guidance program, a Vocational Guidance Coordinator will expand the placement services available to in and out of school youth. The coordinator will work in cooperation with the other guidance counselors, the parents, students and the local business/industry community to provide both on-the-job vocational training as well as post-school job placement. Surveys will be conducted to determine both student and employer needs.

Other -- Recognizing that there are some students who will not be able to succeed under normal class conditions because of a learning or physical disability, the project will insure that all vocational students with special needs or abilities will be able to succeed due to modifications to regular programs to meet their needs or establishing special programs for groups of students with like needs and abilities. The prescriptive process will be used to determine the education activities for each identified learning disabled and handicapped student.

IV. Unique Features

In-community satellite vocational training programs
Program modifications for students with special needs
Guidance gate checklist
Career path booklets
Guidance team for each student

STATE AND PROJECT NUMBER:	New Jersey 502A25001
TITLE OF PROJECT:	Wayne Design for Career Education
PROJECT DIRECTOR:	Adrian Van Zweden Wayne Board of Education 50 Nellis Drive Wayne, New Jersey 07470
APPLICANT ORGANIZATION:	Wayne Board of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$561,159
DURATION:	July 1, 1975 through June 30, 1978

Site Information:

This Exemplary Part D Project will involve the Wayne Public School District which has approximately 11,500 students in 11 elementary, 3 middle, and 2 high schools. Recently rural in nature, although less than twenty miles from New York City, it has developed rapidly into a suburban community. The population of Wayne is almost totally Caucasian. Within the district is an area vocational-technical school, two colleges and six non-profit private schools. The district's development includes a balanced variety of business, commercial, and industrial organizations, including fourteen modern shopping centers. A number of nationally and internationally known corporations have located in Wayne.

Description of the Program:

I. Administrative Structure

The project will operate through a Career Education Task Force headed by the Superintendent of Schools. The Director of Career Education will have direct responsibility for project implementation. The project will operate within the framework of management by objectives to develop congruency in student outcomes, project needs and goals, job descriptions, program services, and evaluation. The Division of Vocational Education in the New Jersey State Department of Education and the Passaic County Career Education Coordinating Council will actively participate.

The project staff includes:

3 project coordinators:

New Jersey

Awareness/Exploration phase
Preparation phase
Articulation coordinator

3 Career Resource Center staff
Job placement coordinator
School/industry coordinator
Media specialist

3 Curriculum laboratory staff
2 Curriculum specialists
1 Research specialist

3 Secretaries

II. Program Design

The project is designed to be interdisciplinary by involving academic, non-academic and guidance people in cooperative working relationships. Input from the community, business and industry will be paramount. The curriculum resource staff will be responsive to the project staff in providing the necessary classroom and in-service support services.

The project addresses itself to 25 goals which are aimed at career guidance and intensive counseling, articulation or providing linkages between various levels, and introduction of five occupational clusters in an anticipated three-year funding period. An expected result will be a project management model as well as continuation of the career education program as an integral part of the school curriculum after funding ceases. Existing research, materials, and experiences drawn from national, state and local levels will be investigated and adapted to the Wayne School District.

III. Program Components

The project will be implemented through Technology for Children units on the elementary level, Introduction to Careers cycles in the middle grades and preparation phase components in the upper grades. Articulation will provide linkages with Vocational-Technical education, college, adult and continuing education, and employment opportunities.

Developmental lead time has been built into the project to organize a district-wide staff which will participate in the project. In-service courses and workshops will precede implementation. Job placement activities, school/industry coordination and multi-media services will be developing simultaneously.

Evaluation, self as well as third party, will be on-going to provide the Career Education Task Force with recommendations for the revision, up-dating, expansion or deletion of program components.

Dissemination of experiences and results will be a critical part of the project with the intent that many elements can and will be transported to other districts and agencies concerned with career development.

STATE AND PROJECT NUMBER:	New Mexico 502AH60090
TITLE OF PROJECT:	EXCEL (Experience-Based Career Education Learning Program)
PROJECT DIRECTOR:	Dr. Edward Fernandez EBCE Project Director Las Cruces School District #2 301 W. Amador Las Cruces, NM 88001
APPLICANT ORGANIZATION:	Las Cruces School District #2
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$347,870
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The project will serve the Las Cruces School District #2, drawing students from two high schools -- Las Cruces High School and Mayfield High School.

Las Cruces is located in the southwestern part of New Mexico, an arid section of the State but an area where surface irrigation supports a thriving agriculture and agri-business economy. The city itself is a combination of the old and new--one section of the city is modern in every respect while in the other section buildings, streets, and homes reflect the early history of Las Cruces and the Spanish influence. The economy is primarily based on agriculture, light manufacturing, and tourism. The population consists of Spanish, Anglo-Saxon, and a blend of Spanish and Anglo-Saxon; approximately 50% have Spanish surnames. There are a small number of blacks and Native Americans in the area. The two high schools have a total 11th and 12th grade enrollment of 2,267. Forty students will be randomly selected from a pool of students of average or above average ability from all socioeconomic groups who are turned off by school as evidenced by specific criteria. Those students will be identified by counselors and principals.

Description of the Program:

I. Administrative Structure

The project director, as the Director of Secondary Curriculum, reports to the Superintendent of the Las Cruces district. He is responsible

for the overall implementation of the project. He will work with a staff consisting of a full-time project coordinator, two learning coordinators, a site analyst/placement person, and a full-time secretary. The project director, in his role as Director of Secondary Curriculum, has the necessary authority and responsibility to facilitate the needed cooperation at all levels within the school district.

II. Program Design

The Las Cruces Project is patterned after the Appalachia Educational Laboratory model for Experience-Based Career Education. The major goal of the project is to link academic instruction with knowledge needed in job exploratory experiences to further career education for the participants while they are progressing toward a high school diploma. Forty students will be enrolled the first year, 60 the second year, and 75 the third year. It is anticipated that the first year of the project will focus on planning and implementation, the second year on stabilization and the beginning of outreach, and the third year on the completion of outreach and institutionalization.

III. Program Components

The Experience-Based Career Education Program -- The Learning Center provides adequate space for classrooms, a library/study hall which can be used for large-group sessions, a media center, a gym area, and staff offices. Basic skills, job-related knowledge, and life skills comprise the instructional program. Life skills include, but are not limited to critical thinking, personal-social development, functional citizenship, creative development, and preparation for adulthood.

Two learning coordinators work with students on academic subjects such as Social Studies, English, Math, and Science. Through individually developed programs, academic activities are closely related to the students' job site experiences. Students advance independently based on ability and application under a modified open entry-open exit concept. A student has a choice of 62 job sites which offer a variety of occupational choices. A student may spend as much as 4 days of a 5-day school week at the job site where she/he receives considerable hands-on experience. EBCE students receive academic credit for work done at the Learning Center and receive career education credit--toward graduation--for job site experience. Weekly clinical sessions will serve as a basis for group discussion, some behavioral modification or referral sessions, problem-solving, or planning and implementation.

Elimination of Sex Bias and Sex-Role Stereotyping -- The selection, development and/or alteration of curriculum instructional and evaluation materials shall insure an absence of sex-role stereotyping. Advisory Council membership is made up of approximately 50% women

who occupy prominent positions in business, industry, or community-based organizations. And the full-time project coordinator is a woman who is knowledgeable in ways of combating sex bias and sex-role stereotyping.

Third-Party Evaluation -- The Far West Laboratory for Educational Research and Development is conducting the third-party evaluation. An adequate random sample of students will be used and, where feasible, all subjects will be included. Pre and post measures will be taken on the participants and a control group. Instruments to be used will be selected on the basis of validity and reliability. The evalaution is designed around elements of the Career Maturity Inventory, the Comprehensive Test of Basic Skills, the Semantic Differential, and various interview instruments.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Guidance and counseling is an integrated function shared by staff and community resource people. Strategies to insure sex-fair practices include (1) assessment exercises using valid and reliable instruments to describe career interests of the participants; (2) student exposure to individuals in nontraditional roles in their job-exploratory experiences; (3) job-exploratory placements according to career interests and aptitudes solely.

Safeguards With Respect to Work-Related Activities of Participating Students -- Insurance will be provided to cover the safety and well-being of the participants while being transported to and from the learning center and the job site and while on the job site. Work placements will be made within the parameters of the Fair Labor Standards Act including avoidance of hazardous occupations and hour limits of participation.

IV. Unique Features

1. The EBCE Program is conducted on a campus used exclusively for EBCE.

2. The project is conducted under direction of a non-paid Director who serves as Director of Secondary Curriculum for the high schools.

3. The Advisory Council has an excepticnally wide representation of labor, business, industry, community based organizations, etc. and membership is composed of approximately 50% women.

STATE AND PROJECT NUMBER:	New York 502A25002
TITLE OF PROJECT:	Systemwide Career Education Cluster-Based Articulation Model Program: K-Graduate Education (SCECAMP)
PROJECT DIRECTOR:	Michael J. Racanelli Board of Education of the City of New York Office of Planning and Support Office of Career Education 110 Livingston Street Brooklyn, New York 11201
APPLICANT ORGANIZATION:	Board of Education of the City of New York
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$934,674
DURATION:	July 1, 1975 through June 30, 1978

Site Information:

This Exemplary Part D Project will involve selected Model sites, one each, in each of the five boroughs of the City of New York School District. A Model site, by definition, will consist of a network of educational settings ranging from Kindergarten through Graduate Education. Hence, the Model site will consist of one or more elementary schools, junior high schools, and senior high schools (public and non-public), junior colleges, and senior colleges. The site selection is based on the following criteria: (a) the willingness and capabilities of the schools to move to offering a mix of awareness, exploration, and preparation experiences in five occupational clusters; (b) evidence of ongoing feeding patterns from elementary schools through post-secondary institutions. The five, five-cluster model sites, K-College level, will build mechanisms and utilize strategies for testing and dissemination of the model program. The focus of the program will be systemwide, with special emphasis provided in each of the five boroughs by the model site in that borough.

New York

Description of the Program:

I. Administrative Structure

The Project will operate under the supervision of the Office of Career Education, Development and Implementation Unit, Board of Education of the City of New York. The Office of Career Education will have the direct responsibility for project implementation and will oversee the development, testing and dissemination of Career Education curriculum in the various model sites.

As a whole, the Project staff includes a Project Director, Coordinators of Guidance, Teacher Education and Curriculum, one secretary, one clerk typist, curriculum writers, program specialists in Career Education and Occupational Education and consultants for the regular program year.

II. Program Design

Project SCECAMP is designed and expected to be implemented over a three year period commencing with the intial grant year 1975-76. Thus, the program will evidence the development of a model in a three-phase mode. The first phase calls for the establishment of the SCECAMP Model in the borough of Manhattan. The second phase calls for the establishment of the Model in the boroughs of Brooklyn and the Bronx. Finally, the third phase calls for the establishment of the Model in the boroughs of Staten Island and Queens.

The overall design for SCECAMP meshes well with the Office of Career Education since the basic plan for SCECAMP has been established as a significant portion of the long-range plan for Career Education in New York City. In addition, SCECAMP will entail a mix of many components which already are on tax levy funds, such as the Shared Instruction Program (SIP), the After School Occupational Skills Program (ASOSP), Cooperative Education, and the Bureau of Educational and Vocational Guidance, and other Office of Career Education units.

III. Program Components

Curriculum Infusion K-12

The infusion or the eight elements (Ohio State Model I) and five relevant clusters in the various model sites (NOTE: Each site will or will not have five totally different clusters) will be accomplished through selective teacher/education management training experiences. This infusion is started and sustained by weekly, "Implementing Career Education" sessions conducted by Team Leaders throughout each semester.

New York

Articulation Networks - K-Graduate Education

Most of the objectives as outlined in the SCECAMP Proposal relate to articulation linkages with graduate and undergraduate institutions to afford college credit for necessary staff development procedures, which are in the implementation stage. Currently, the Office of Career Education offers an in-service course entitled, "Implementing Career Education" ("ICE") which offers college credit to interested participants. The crediting universities will form a consortium which at the same time will develop one pre-service Career Education course, and one graduate Career Education course and begin the development of a Master of Science degree in Career Education.

The articulation addressed in this proposal is designed to be equal in intensity to the traditional articulation between institutions for the college bound and higher educational institutions. In exemplary fashion, this articulation will afford the same energies to a systematic, synergistic, cumulative, and symbiotic articulation of model-site institutions to bridge the gap between school and the world of work and between research and development and practice at all levels within the educational system.

Curriculum Modules K-12

Year One will achieve its curriculum goals by developing, testing, and revising the following materials.

--Awareness Modules, Elementary Modules - Model Site "A"
--Exploration Modules, Junior High School Modules - Model Site "A"
-- Preparation Modules, High School Modules - Model Site "A"
--Test and revise all modules - Model Site "A"
--Similar modules - Sites "B" and "C"

Thus at the end of Year One, modules of all three varieties will be completed for the five clusters of Site "A" and under development for the five clusters of Sites "B" and "C".

"Mini-Career Counseling Centers"

The counseling departments of each Model site will be oriented to the five clusters relevant to that site. In the first year, the following strategies are planned:

--selection of counseling teams
--identification of materials
--testing and counseling of students in each site for aptitudes in site-relevant clusters
--identification of students for SIP, ASOSP, Cooperative Education, and Special Education components
--counseling of students in fifth-year programs with Junior Colleges
--follow-up counseling in all relevant activities

The counselors will, in effect, constitute a "mini-Career Counseling Center" for each site.

Special Education

An individualized special education program will be developed for the mentally, physically and emotionally handicapped. This program will be individualized, basing its pace and materials on a performance orientation.

The first year calls for a careful identification of appropriate occupations within relevant site-model clusters in SIP or ASOSP or Cooperative Education programs, the selection of students, and the full development of a program. In addition, staff from Special Education areas will be incorporated into teacher education and articulation programs. Guidance and curriculum experiences will be carefully developed to open opportunities and provide options for students from all areas.

Non-Public Schools

Full articulation in the program will only be achieved when all interested non-public schools are involved. The first year strategies call for involvement in Sites "A", "B", and "C" at the Elementary, Junior High School, High School and College level. This involvement will be accomplished especially through Shared Instruction Programs and Cooperative Education.

Utilization of Cluster Representatives

The effect utilization of representatives from site clusters in all instruction will be accomplished by the following strategies in Year One:

--Model Sites "A", "B", and "C" will identify two business representatives for each site cluster to serve as community representatives who will be regularly available to:

.orient teachers to clusters
.give advice on curriculum
.take an integral part in Career Education instruction

Representatives will be oriented to Career Education concepts, principles, and procedures as part of their involvement and will also act as envoys for the Career Education movement to the businesses they represent.

Dissemination

Exemplary programs such as OCE's articulated, five-cluster model sites K-College level must be disseminated. Each model, located in a borough, will build mechanisms and utilize strategies for spread, system-wide but especially within each borough. In Year One, these strategies will include:

--establishment of Demonstration and Dissemination Committees at Sites "A", "B", and "C"

--linkages through scheduled conferences with:

.representatives from the 32 New York City Decentralized Districts
.State Project to Implement Career Education schools and Districts, K-14
.Bureau of Educational and Vocational Guidance Articulation High Schools and Junior College
.Economic Development Council Renewal High Schools
.Beacon Light High Schools in New York City
.New York City Chamber of Commerce and Industry
.Alternative Education Facilities

IV. Unique Features

The project will demonstrate the fusion of academic and vocational education.

The project will demonstrate the fusing of guidance and instruction.

The project will demonstrate the infusing of the social psychological elements of Career Awareness, Exploration, and Preparation into all instruction.

New York

The project will demonstrate the systematic utilization of the community as an instructional resource.

STATE AND PROJECT NUMBER: North Carolina 502AH70019

TITLE OF PROJECT: Career Learning and Education Through Experience (CLETE)

PROJECT DIRECTOR: Marian Erath
High Point Public Schools
P. O. Box 789
High Point, North Carolina 27261

APPLICANT ORGANIZATION: High Point Public Schools

ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c): $507,522

DURATION: July 1, 1977 through June 30, 1980

Site Information:

High Point Central High School will be the only school involved in this program, although the school system includes one kindergarten, 11 elementary, 3 junior high and two senior high schools. A task force will devise a plan for future implementation of the concept in Andrews High School. The EBCE instructional delivery system has the capability to deliver a quality, comprehensive educational program to all students. Therefore any student who is classified as a junior or senior and who is at least 16 years old will be considered eligible for admittance to the EBCE program.

High Point is located near the geographic center of the Piedmont Industrial Crescent which sweeps through sixteen counties in North and South Carolina. The population is approximately 63,000. There are 97 furniture factories in the area. The textile industry also plays a large part in the economy of the city, and industry in the city is becoming evermore diversified ranging from electronic accounting cards to the manufacturing of yachts.

The enrollment for the first year will consist of 50-75 program students, projected to increase each of the remaining two years. A random sample will be drawn from a pool of available applicants to insure a true cross-section of student characteristics for the project population.

Description of the Program:

I. Administrative Structure

The project director will be a 100% administrative position with overall responsibility for program management. She reports to the principal of Central High School. There will be two career counselors, a math teacher and an English teacher called "academic resource teachers," and an experience site analyst, who report directly to the project director. The project director establishes relations with parents,

contact persons at the community experience sites, the general public and with high schools in the High Point area where there is an interest in learning more about the EBCE program.

II. Program Design

The High Point Public School System will implement and demonstrate the EBCE program, following the Research for Better Schools model, in Central High School. This program is designed as a comprehensive alternative to the regular high school course offerings which either fulfill or supplement alternative requirements for graduation. It is characterized by an experiential orientation, by the rotation of students for exposure to one or more community sites, and by the fact that the students' learning activities in the work place are organized to yield academic credit, career and interpersonal skills, as well as to learn about occupational skills in an integrated fashion.

III. Program Components

The Experience-Based Career Education Program--The main purpose of this project is to demonstrate an exemplary alternative, non-traditional vocational education model. This model will present an effective new way to create a bridge between formal school and the world of work for all types of students who are unwilling or unable to adjust to traditional educational approaches. All students complete at least one specialization and are encouraged to select projects that satisfy both academic and career development objectives. Instruction and facilities for exploration and specialization are provided by community participants with assistance from the school staff. The students spend at least six hours per week at the resource sites for exploration and specialization activities throughout the school year.

Elimination of Sex Bias and Sex-Role Stereotyping--The affirmative action plan will include: (a) inservice training for teachers and staff to discover and eradicate their own sex biases, (b) workshops for project staff on sex bias and sex-role stereotyping, (c) one-day seminars dealing with sex bias and sex-role stereotyping for participating employers/ contact persons/resource persons, (d) student discussion groups and forums, (e) parent and citizen discussion groups or PTA programs to discuss non-traditional career opportunities and, (f) distribution of materials that directly address the question of how sex bias works, how to recognize it and how to work together to change it.

An external review team consisting of persons recognized for their involvement in Title IX, Affirmative Action, and Equal Employment Opportunity programs will be invited to conduct an on-site visitation and review of the EBCE program to look for instances of sex bias and/or sex-role stereotyping and report their findings to the project advisory council.

Speakers will be solicited for student and teacher meetings from groups such as students in non-traditional classes, workers in non-traditional occupations, female athletes, and experts on sex-role stereotyping. They will be asked to share their motivations, strategies and experiences with students.

Third-Party Evaluation--Technical assistance in evaluation design and procedures will be provided by Research for Better Schools. An experimental design utilizing three groups of students will be involved. Approximately 120 juniors and seniors from Central High School will be recruited as potential candidates for the EBCE program. Of this volunteer group, sixty will be randomly selected for matriculation into the program, and the remaining sixty will be treated as the control group. A third group of sixty students will be randomly selected from the population of the juniors and seniors who do not volunteer for the EBCE program.

Several behaviorally-oriented student outcome objectives have been developed for the program. Participating students will: (a) acquire basic academic skills which are at least equal to their counterparts in a traditional program, (b) demonstrate that they have developed work habits which are superior to those developed by students in a traditional program, (c) demonstrate a higher level of career decision-making skills, job-hunting and job-getting skills than will young people in a traditional program, (d) show more positive attitudes toward work and will, in stating personal values, indicate a desire to work and, (e) have greater awareness of their opportunities for continuing and recurrent education.

Some of the process objectives that have been generated are: (a) to study the career education curriculum and devise a plan for the implementation of the concept into Andrews High School, (b) to develop and implement career guidance techniques for participating students who need assistance in career planning, (c) to acquaint parents, students, and the business community with the rights of people to equal opportunity in education and employment, (d) to provide for students to explore their chosen careers outside the school setting, (e) to provide for the placement of students leaving high school and (f) to give opportunities for professional internships.

Sex Fair Guidance, Counseling, Placement, and Followup Services--Counselors, teachers and administrators will be cautioned not to advise students to make career decisions based on the matter of their sex. The project's teaching staff will devote four hours per month to reading and discussing materials listed on an annotated bibliography dealing with elimination of sex bias and sex-role stereotyping. Individual and group counseling sessions will be devoted to sex bias and sex-role stereotyping issues and concerns. Both project staff and students will be alerted to watch for newspaper and magazine articles about women and men who are functioning in non-traditional roles. Project staff will maintain a log of incidents which are identified during discussion with students and

which have impeded student access to career exploration/development opportunities by reason of their sex.

Placement of students is the function of an existing cooperative arrangement between the high school and the local job service office of the North Carolina Department of Labor. In addition to the present program of followup activities conducted by the guidance department (one year later for every class, and five years later for certain classes), the project will followup on EBCE students for some three years. A goal of the EBCE program will be the successful placement of thirty percent of the students who leave after spending a minimum of one semester in it.

Safeguards With Respect to Work-Related Activities of Participating Students--There are three kinds of insurance coverage for the participating students: student accident insurance, general liability protection for employers, and legal liability coverage (aka omissions insurance) for project staff and any volunteer workers involved in the EBCE program. The staff will check with the contact person at each community experience site to ascertain that each site meets the provisions of the Occupational Safety and Health Act with respect to the work spaces and working conditions to which the EBCE students will be exposed.

IV. Unique Features

The overall plan for the elimination of sex bias and sex-role stereotyping is comprehensive and, if successful, will all but eliminate sex-role stereotyping for the participating staff, students, employers and parents.

STATE AND PROJECT NUMBER:	North Dakota 502AH60069
TITLE OF PROJECT:	Career Education--Planning, Learning, Understanding, Succeeding (CE+)
PROJECT DIRECTOR:	Jerry Tuchscherer Exemplary Project Director State Board for Vocational Education 900 East Boulevard Bismarck, ND 58505
APPLICANT ORGANIZATION:	North Dakota State Board for Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$323,525
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The school district involved is the Minot Public School District #1. The program will serve one public high school composed of two buildings, housing grades 9 and 10 in one and grades 11 and 12 in the other, and one parochial school. Minot has a population of 35,000 and is located in north central North Dakota--50 miles from the Canadian border. Agriculture is easily the largest industry in the area, accounting for over 75 percent of the dollars spent in the Minot economy.

Minot High School serves 2,970 students (1,449 males; 1,521 females) in grades 9-12. In the high school, 8% are handicapped, 2.7% are in minority groups and 11.8% economically disadvantaged.

The EBCE program will be serving 40 students during the first year, 50 students the second year, and 60 students the third year. Since the percentage of monority groups at the high school is so low, participation in this program by these groups may be presumed to be minimal.

Description of the Program:

I. Administrative Structure

The project director reports to the State Director of Vocational Education. The project director will supervise and coordinate all aspects of the project. All activities will be coordinated with the State directors of elementary and secondary education, with the State director of guidance services, and the State supervisor of vocational guidance. The local coordinator and the project director will have a working relationship in the overall administration of the program.

North Dakota

II. Program Design

This program is designed to implement, evaluate, and diffuse a comprehensive EBCE program in the Minot Public School District based on the model developed by the Northwest Regional Educational Laboratory. The proposed in-school cluster program will follow the Vocational Education Amendments of 1968, and Public Law 90-576 to the extent that the district will acquaint students with occupational choices and will provide teachers the opportunity to become acquainted with the in-school cluster approach and strategies of EBCE.

The cluster phase-in of the Minot Public School District will be done over four years beginning with existing vocational cluster courses and supportive learning experiences. The second, third, and fourth years will be expanded and coordinated with projected school district vocational education.

The educational objectives of enhancing basic skills, life skills, and career development will be integrated with the societal objectives which include: (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society. This will be tailored to individual needs, abilities, learning styles, and goals.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program--The USOE cluster system will be the foundation for the cluster component of the program. The first year, five clusters will be implemented (agriculture and agribusiness, business and office, personnel services, construction, marketing and distribution). The second year, four more clusters will be implemented. They include communications and media, consumer and occupational home-making, health careers, and public services. The third year, three more clusters will be implemented based on the curriculum and community resources available.

The model will include: (a) preparation in a wide range of basic knowledge and skills, (b) provisions for a ladder of jobs from the skilled through the professional levels in each proposed cluster, (c) provisions for linking the school with the community through learning site analysis forms; local, regional, and national manpower needs; etc., (d) provisions allowing students to acquire broad entry-level skills and capabilities, which will permit them to exercise the option of either getting a job or pursuing a further education.

Elimination of Sex Bias and Sex-Role Stereotyping--The materials, programs, and activities in CE+ (whether instructional, educational, or administrative) will be evaluated for sex-role stereotyping and sexism. The evaluation will be made through the use of a checklist designed to evaluate instructional material for sex biases and a series of questions which suggest criteria for the evaluation of sexism in the overall program.

North Dakota

Third-Party Evaluation--Dr. Richard Landry, Associate Professor at the university of North Dakota, is the evaluator. His plan is based upon three types of activities: Implementation evaluation, process evaluation, and outcome evaluation. Evaluation Strategies and Instruments Discussed in Evaluation and Education Decision-Making: A Functional Guide to Evaluating Career Education will provide criterion measures for CE+ objectives whenever possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--The project staff and school counseling staff will be responsible for utilizing techniques which will help students explore traditionally male and female work roles and assess the values of those nontraditional roles for the students' lives and work styles. The counseling staff will have available literature which promotes sex-fair guidance, counseling, and placement, such as the Guidelines for Guidance Counselors reference sheet.

Safeguards With Respect to Work-Related Activities of Participating Students--According to State law, Minot Public Schools may be designated as an "employer" thus enabling them to purchase Workmen's Compensation coverage for its students placed at various work stations throughout the community if the Workmen's Compensation Bureau approves the site. While traveling to and from these sites, the students are protected as long as they are riding in a school sponsored vehicle. Current statutes provide for employers to participate with the schools in a bonafide non-paid work experience program which is sanctioned and approved by the North Dakota Department of Education providing that the students who participate in such a program are not employees as defined by the Fair Labor Standards Act (FLSA).

IV. Unique Features

The students will be in traditional classes half a day and in EBCE the other half. The first year will be open to grades 9 and 10; second year 9, 10, 11; and third year 9, 10, 11, and 12.

STATE AND PROJECT NUMBER:	Ohio 5Q2AH60013
TITLE OF PROJECT:	Six Demonstration Programs for Career Exploration Through E.B.C.E.
PROJECT DIRECTOR:	Jack D. Ford Assistant Director Career Development Service Division of Vocational Education 907 Ohio Departments Building Columbus, Ohio 43215
APPLICANT ORGANIZATION:	Division of Vocational Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$716,822
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The school districts involved in the project are the Akron City Schools, the Boardman Local Schools, the Dayton City Schools, the Kirtland Local Schools, the Lorain City Schools, and the Minford Local Schools. In Akron two senior high schools and three junior high schools will participate and Dayton will have 2 senior high schools participating. All the other districts will have one senior high school participating.

Akron is highly industrialized with rubber industry playing a significant role. The student population consists of 69% white, 31% black and participants will be representative of same. Boardman is a highly industrialized community with steel mills, auto industry as major interests. The student population consists of 99% white and 1% minority with a representation of each as participants. Dayton is a highly industrialized community with a auto industry as a major interest. The student population consists of 49% black and 51% white and project participants will be representative of both populations. Kirtland is a small suburban community located east of Cleveland. The student population consists of white low-middle to upper-middle class students. Lorain is a highly industrialized community located west of Cleveland. The student population is composed of 64% white, 18% Hispanic and 16% Black. Participants will be representative of this population. Minford is a rural appalachian community where farming is a major interest. The student population consists of white middle and lower-class students. Project participants will be representative of this population.

Ohio

Description of the Program:

1. Administrative Structure

The project will be administered by local education agency program personnel at each of the sites and Ohio Department of Education staff.

The project director is the Assistant Director for the Career Development Service, Division of Vocational Education and reports to the Director of the Division of Vocational Education in the Ohio Department of Education.

II. Program Design

The project's objective is to provide students with an in-depth study of occupations of their choice, actual work experiences, and value and interest clarification with emphasis on decision-making.

This objective will be attained through the following components:

Basic Skills - The major thrust is to redirect curriculum to prepare students more adequately for decision-making and make them more knowledgeable about themselves and their relationship to the work environment. The individualized curriculum will be both student and activity centered and will focus on developing attitudes, interests, abilities, and skills which students can effectively apply to their future career endeavors.

Career Guidance - A planned guidance program aimed at assisting students in appraising their individual aptitudes in relation to their occupational areas of interest. Counselors and career program personnel will involve students in individual and group guidance activities through which interest and aptitude results are interpreted for students.

Career Development - This component deals with the students traveling to resource sites. These experiences will be performed under the supervision of a person who has experience in the work area being explored by the student.

Three separate explorations will have been experienced by all students by the completion of grade 10.

When students have determined that, as a result of an exploration experience, they wish to investigate an area of work in more depth, rather than move on to another exploration, this activity will be referred to as a specialization activity.

As a part of the State-wide dissemination efforts, outstanding practices resulting from this project will be shared with other local education

agencies within the area of funded career education programs. This will assist in providing in-service and local planning for future implementation and expansion of career education programs.

III. Program Components

The Experience-Based Career Education Program--Each project will address the the EBCE model developed by Research for Better Schools (RBS). The program will operate through the following major activities.

1. The identifying and recruiting of community resources.
2. Organizing information about community resources and scheduling exploration experiences.
3. Training community resource site staff.
4. Providing the teaching staff with an organized plan and instructional materials that will enhance individualized instruction and the exploration experiences for individual students.
5. Providing the counseling staff with a career clarification program and materials for assistance in helping students with job analysis and exploration selection.

Elimination of Sex Bias and Sex-Role Stereotyping--Each program will address itself to the elimination of sex bias and sex-role stereotyping as a part of in-service programs, curriculum and commercial materials, and placement of students on career exploration experiences.

Third-Party Evaluation--A test will be administered to 10th grade students using a pre and post design and control group. On-site evaluation will be done for both product and process evaluation.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services--This area will be implemented by the teaching and counseling staff as an ongoing part of the specialization activities as they pertain to follow-up for the exploration experiences. Follow-up activities will occur at the end of grade 10 when the student has made tentative career plans for continued education--for entry level job training in a vocational choice or curriculum development for preparation for education beyond high school.

Safeguards with Respect to Work-Related Activities of Participating Students--Insurance to cover the safety and well-being of the students while on exploration experiences will be handled within the policies of each of the participating school districts and will be on file.

IV. Unique Features:

1. Experience-Based Career Education will become an accredited offering for a selected group of students that will be involved in an in-depth experience.

2. Specialization - An in-depth and extensive activity resulting from an exploratory experience through which a student further investigates an area of work.

3. In-service training of Community Participants - In order to insure the utilization of community resources, career education staff will implement in-service training and orientation for community participants.

STATE AND PROJECT NUMBER:	Oklahoma 502AH60010
TITLE OF PROJECT:	Experience-Based Career Education Program in Cooperative Vocational Education and Work Experience
PROJECT DIRECTOR:	Dr. Sam Kerr Moore-Norman Area Vocational-Technical School 4701 N.W. 12th Avenue Norman, Oklahoma 73069
APPLICANT ORGANIZATION:	Moore-Norman Area Vocational-Technical School
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$471,908
DURATION:	September 15, 1976 through August 31, 1979

Site Information:

The Moore-Norman Area Vocational-Technical School is the grantee and carries the responsibility for administration and operation of the program. The learning and counseling center operated for EBCE student participants is located on the campus of the Area School. Participants are drawn from the 11th and 12th grades of Moore High School and Norman High School. In addition three or four students have been referred by CETA and other poverty agencies. It is located on an attractive, spacious campus in a somewhat rural setting. The school has a modern, well-designed physical plant. Shops, classrooms, and laboratories are very well equipped for instructional purposes and for the comfort and convenience of the student body.

The participating schools are located on the outskirts of Oklahoma City, the capital city, which is a booming industrial, agribusiness, military, government agency, commercial center--and an area attracting a large number of new industries. The accompanying increase in population is spilling over the Moore-Norman School Districts with a resulting housing boom within the school district boundaries.

The school districts' population is largely made up of middle income families. Unemployment is relatively low in comparison with the national norm. Cleveland County, in which the participating school districts are located, has a population of 96.9% white, .6% black, .4% Spanish surname, 1.9% Native American, and .2% Oriental. The EBCE enrollment reflects a fair cross-section of the community: 30 white, 2 Native American, and 4 other.

Oklahoma

Description of the Program:

I. Administrative Structure

The project director, who is Coordinator of Career Education for the Area Vocational Technical School, reports to the Superintendent. He is responsible for overseeing and managing the implementation process. He is also responsible for preparation of reports, for coordination of presentations to various internal and external groups, and for coordination of the third-party evaluation and technical assistance from the Appalachia Educational Laboratory. The Area School has a working agreement with the Moore and Norman School Districts whereby pupils from these schools may participate in EBCE and be granted credit toward meeting the requirements of a standard high school diploma.

II. Program Design

The program is patterned after the Appalachia Educational Laboratory model which features cooperative education and work experience and non-paid exploration experiences. The project serves 11th and 12th grade students and a few out-of-school youth. The program plan calls for an enrollment of 150 pupils. The major objective of the project is to provide students with access to programs which prepare them to enter the world of work by focussing on development of new career exploration experiences and cooperative education experiences as well as the expansion of programs currently available.

III. Program Components

An Expanded and Improved Cooperative Vocational Education and/or Work Experience Program--Extensive small group and individual counseling is a major component of the program. Each student has an individual learning plan, with behaviorally stated objectives, which is developed cooperatively by the student and the Learning Coordinator. Students spend approximately 15 hours per week in career exploration, work experience, or cooperative education at experience sites. Resource persons at the business, industry, agency/organization where the experience sites are arranged participate in the students' learning experience, and grade the students on their individual performance. Students go through various career explorations and work experiences at job sites until they are able to make a fairly firm commitment to a career choice. Then, where appropriate, each student zeroes in on cooperative education and development of entry-level job skills. In other cases, the student may place emphasis on meeting the college entrance requirements and making initial preparation to pursue a career at the technical or professional level in post-secondary schools or universities.

Oklahoma

Elimination of Sex Bias and Sex-Role Stereotyping--The following are among activities planned for examination of sex bias and sex-role stereotyping:

1. Instructional materials from Appalachia Educational Laboratory will be studied by a special committee and will be revised or altered, where appropriate, to insure absence of sex bias and sex stereotyping.

2. Students will be placed at experience sites for career exploration without regard to past traditions. A minimum of 10% in non-traditional work roles is the goal set.

3. During site analysis, men and women will be identified in non-traditional work roles who will work with EBCE students.

4. Representatives of various women's groups will be used to conduct sex-fair seminars and workshops and to critique materials for any evidence of sex bias.

After selection of experience sites, resource persons will be invited to participate in an in-service program with emphasis on making participants aware of sex bias and sex-role stereotyping in work situations and methods of overcoming them. All students will be exposed to non-traditional work roles through observations or educational films.

Third-Party Evaluation--A third party evaluation is to be arranged through bids obtained from all vocational teacher training institutions in the State of Oklahoma. Project objectives concerning student achievement, student attitudes, parent attitudes, employer attitudes, student attendance, and the elimination of sex bias will be measured through the administration of the Career Maturity Inventory, the Comprehensive Tests of Basic Skills, and various specially constructed questionnaires. The tests will be given on a pre-test, post-test basis. The third-party evaluator will also assess project management activities.

Sex Fair Guidance, Placement, and Follow-up--A full-time counselor will be employed to provide small group and individual counseling utilizing such techniques as role playing and value clarification to aid the students in clarifying their own views about sex stereotyping. Every effort will be made to help students select careers without regard to traditional roles. Sex differentiated aptitude tests will not be used. Members of the Women's Resource Center at the University of Oklahoma will monitor the EBCE program and report their findings periodically to the staff. Follow-up studies will be made each year.

Safeguards With Respect to Work-Related Activities of Participating Students--
The district will provide insurance to cover the safety and well-being of all students while being transported as well as while actively involved with work-related activities in the community. In addition, cooperating sites will be made aware of their responsiblities in relation to students who are placed in their environs. Initial and ongoing efforts will be made to assure that students are not exposed to unsafe and unhealthy situations and that the work sites conform to the requirements of the Fair Labor Standards Act and the Occupational Safety and Health Act.

Unique Features

A. Acceptance of referrals from CETA and other poverty agencies.

B. Utilization of cooperative education and work experience sites at the University of Oklahoma for professional level career exploration, such as research.

STATE AND PROJECT NUMBER:	Oregon 502AH60076
TITLE OF PROJECT:	Experience-Based Career Education
PROJECT DIRECTOR:	Vincent A. Gallo Jackson County Intermediate Education District 101 North Grape Street Medford, Oregon 97501
APPLICANT ORGANIZATION:	Jackson County Intermediate Education District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$346,062
DURATION:	September 17, 1976 through September 16, 1977

Site Information:

This program will be operated as a county-wide program serving all eight secondary schools in Jackson County. Jackson County is located in southern Oregon in an area of 2,816 square miles and has a population of 110,300. The major natural resources of the area are extensive forest and somewhat limited but good agricultural land. The relatively small population in the area restricts the amount of trade, service, and similar locally oriented activities. More than 11% of local employment is in lumber and wood products manufacturing. Jackson County has eight secondary school districts with a present population of 3,736 11th and 12th grade students. The student population is predominantly white like the general population of Jackson County. Students for the EBCE program will be selected from all of Jackson County to provide a true sample of Jackson County's youth population and to insure cooperation from all local school districts.

Description of the Program:

I. Administrative Structure

The project director reports to the I.E.D. Board and has overall administrative responsibility for the project. He is also responsible for managing personnel matters on behalf of the governing board, maintaining the fiscal integrity of the program, and articulating the program to the community. During the first year of the project the staff will consist of a Learning Manager/Learning Resource Specialist, an Employee Relations Specialist, an executive secretary, and a custodian/van driver. In years two and three the staff will be expanded to meet the needs of the increased student enrollment.

Oregon

II. Program Design

This program is designed to demonstrate the feasibility and operations of EBCE in a sparsely populated, large rural area. The project will replicate the CE_2 EBCE model developed by the Northwest Regional Educational Laboratory. This replication is planned as a comprehensive alternative to the regular high school program for 11th and 12th grade students, offering credit in academic subjects for successful completion of individualized projects. Enrollment will be limited during the first developmental year to no more than 25 students. During the second year 50 students will be recruited, and during the third year 100 students. The overall purpose of the project is to insure that students' experiences integrate basic academic skills,decision-making skills, and job-entry skills through community experiences and self explorations.

III. Program Components

The Experience-Based Career Education Program--The program will be operated as a county-wide multi-district program in a rural area. The program will be based in an EBCE learning center located out in the community which will provide a central place where the students and staff can negotiate learning plans, participate in counseling sessions, and study. It will provide ready access to resources necessary to support student learning. The individual student learning plan will include activities that address the basic skills, life skills, and career development. The project will address these components through such learning strategies as competency certification, student journals, career explorations, projects, learning and skill building levels, and employer seminars. The students will be expected to spend at least 50% of their time on project activities, including approximately 30% of their time at resource sites or in community-based research.

Elimination of Sex Bias and Sex-Role Stereotyping--The project will take advantage of materials collected and pathways established by other work-experience projects in Jackson County. In addition it will benefit from a study being conducted concerning the Woman's Role in the World of Work in Jackson County. In selecting new instructional/educational materials, the project will use established criteria relating to non-stereotyped portrayals of men and women and balanced representation. When it is necessary to work with sexist materials the project staff will attempt to neutralize them through guidelines on sexism for the student to use, through group discussions, through the use of non-sexist supplementary materials, etc. Further, the project will provide for consciousness-raising through student projects, group discussions, and student journal entries. Students will be encouraged to explore nontraditional, nonstereotyped career possibilities. In addition, the project will seek competency certifiers who represent people in non-traditional roles.

Oregon

Third-Party Evaluation--Economic Consultants Oregon, Ltd., will conduct the third-party evaluation. The evalution will develop appropriate instruments which would secure data on student demographics, perceptions, and outcomes; staff perceptions and evalutions of the program; resource persons' perceptions of both the program and their own roles in the community; parents' perceptions of the program; and community goals. The evaluation will give both pre-tests and post-tests to project participants and to a control group for comparison purposes.

Sex Fair Guidance, Counseling, Placement, and Follow-up Services--In order to insure sex-fairness by counselors, learning managers, and other EBCE staff, the district will provide such services as workshops for staff; research to examine the development of interest; revision of interest measures; modification of inventory manuals and interpretive materials; etc. Community resource persons in nontraditional roles will be recruited for job exploration discussions. In Jackson County, follow-up is conducted on all students leaving a program on a one month, three month, six month, and one year basis.

Safeguards with Respect to Work-Related Activities of Participating Students--Insurance will be provided to cover the safety and well-being of the young people while being transported as well as while actively involved in work-related activities in the community. The project will provide general liability coverage, accident insurance, transportation insurance, and personal injury protection. In addition, State Accident Insurance Fund (SAIF) coverage for all program students is carried through the school district. All experiences at the employer site will be conducted to comply with the Fair Labor Standards Act and the Occupational Safety and Health Act.

STATE AND PROJECT NUMBER:	Pennsylvania 502AH60025
TITLE OF PROJECT:	Experience-Based Career Education
PROJECT DIRECTOR:	Gerald A. Steger Instructional Services Office Harrisburg School District 1201 North Sixth Street Harrisburg, Pennsylvania 17102
APPLICANT ORGANIZATION:	Harrisburg School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$300,000
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The Harrisburg School District serves the incorporated limits of the City of Harrisburg, Pennsylvania.

The EBCE project will serve Harrisburg High School. In addition, the Harrisburg School District has invited the one parochial high school in the city, Bishop McDevitt, to participate in the program. Both schools will have 11th and 12th grade students eligible for the program.

Harrisburg has a population of 68,000 people and is the State Capital of Pennsylvania. It has diversified economy based on manufacturing, transportation, wholesale and retail trade and government activities. Fifty percent of the student population is classified as urban, economically and culturally disadvantaged. Also, over 60% of the Harrisburg High School student population is below the State of Pennsylvania level of poverty standards. There has been a decline in both population and industry in the city in the past 10 years. However, present studies indicate the heavy migration to the suburbs has slowed down. A large percentage of the residents of Harrisburg are in their fifties or in retirement.

The school population in the parochial school is predominately white and middle class. The make-up of Harrisburg High School is 75% black, with most of these being classified as disadvantaged.

The EBCE program will serve 40 students the first year. The EBCE student population will represent the total make-up of the over-all student population at the two schools in composition of race, sex, abilities, capabilities, and concerns.

Pennsylvania

Description of the Program:

I. Administrative Structure

The project director reports directly to the Superintendent of Schools on all operational matters within the program. The project director also communicates with and adheres to policies, recommendations, and regulations set forth by the State Director of Vocational Education. This is carried out by assignment from the Superintendent's Office, which is also directly responsible to the State Vocational Office concerning policies, recommendations, and regulations. The Director of Research within the school district also monitors the program and provides direction and consultative services to the project director in regards to the third-party evaluation and other aspects of evaluation and dissemination.

The project director is responsible for the implementation, maintenance operation, evaluation, and demonstration of the EBCE program. The project director is responsible for overall project coordination with the school district, preparation of quarterly, interim, and final reports and development of published communications at all levels within the district and community. The project director, as part of the Curriculum and Instructional Services Staff of the Superintendent's Office, has the necessary authority and parameters to facilitate the needed cooperation at all levels within the school district.

Continuous communication lines have been set up between the project director and the Harrisburg-Steelton Vo-Tech School. It has been agreed that no students would be taken out of their existing program for the EBCE. The project director is also working with the Cooperative Education and Distributive Education Supervisors to inform Harrisburg High School about those programs. In addition, in the course of contacting employers about placement sites, where it is found that they are looking for students in an employment capacity, the staff will make the referral back to the High School Employment-Placement Counselor.

There is a very close relationship to the career education administrative personnel. These individuals participate on the EBCE Advisory Committee so there can be a unified effort without overlap or conflict and to give one direction to all vocational and career oriented programs.

II. Program Design

This program is designed to implement, evaluate, and diffuse, in a cooperative venture, a comprehensive EBCE Program.

The first year will be a pilot program with the expansion of student involvement in the second and third years. Following the third year of the program and an over-view of its evaluation and internal and external dissemination, the School District will attempt to provide the necessary services and technical assistance to other school districts within the state so as to build a network of EBCE programs. The Harrisburg School District, with the assistance of local state colleges, community colleges, and the State Department of Vocational Education, will strive to become a demonstration and training site for EBCE programs. In doing so, the Harrisburg School District and its EBCE staff will coordinate such program implementation concerns as:

-Possible means of providing on-going financial support for the Harrisburg School District EBCE program.

-Advice to other school districts on local financial support.

-The structuring of academic credit standards for students who successfully complete the EBCE program.

-Student safeguards needed for EBCE program implementation; i.e., insurance, transportation, graduation requirements, etc.

-Structuring of academic component to meet the needs of all levels, abilities, racial, and ethnic group of students.

-Child Labor Laws, union rules, and other related legislation or regulations that relate to EBCE implementation.

III. Program Components

The Experience-Based Career Education Program---The Appalachia Educational Laboratory's Model meets the needs of the Harrisburg School District. Utilizing a separate, but centrally located building, the program and its staff will serve the entire school district for grades 11 and 12 and the one parochial school in the city.

All participating students are required to use career information resources, select academic courses or projects that will meet graduation requirements of the district, participate in a career planning course, and explore a minimum of seven job sites each program year. Each site experience lasts from one to 13 weeks and must include the completion of the necessary academic activities sheets. General format calls for the student to be out on the career exploration site four days per week and with his/her Learning Coordinator and Counselor one day per week. All participating students will be required to earn 200 points on their academic activity sheets for each academic course. Generally, 10 to 12 points are awarded for each activity sheet.

Elimination of Sex Bias and Sex-Role Stereotyping---The EBCE Administration has met with the Director of the Office of Equal Rights, Department of Education, Commonwealth of Pennsylvania and agreed upon the development of a comprehensive plan to counteract the non-productive influences of sex-role stereotyping on this program. The plan will include:

1. The entire EBCE staff will participate in a one-day workshop that will focus on awareness of the special needs of women with regard to their participation in the EBCE program.

2. An annotated listing of audiovisual aids will be provided to the EBCE staff which will encourage the selection of intelligent career choices without regard to societal pressures to conform to traditional sex-role stereotypes.

3. A series of self-evaluation instruments, designed by the Appalachia Educational Laboratory, will be utilized during the students' orientation program.

4. In-service training and literature will be made available to employers and community representatives to help assure that students are provided with adequate opportunity for participation in all occupational fields and that employers are aware of the need to eliminate counter-productive sex-role stereotypes.

5. Materials, resources, and assistance in the area of sex bias and sex-role stereotyping will be given to staff for scheduled group counseling sessions.

6. Individuals interested in sex bias and sex-role stereotyping will have active membership on the Advisory Committee of the EBCE program.

Third-Party Evaluation---ERANDA (Educational Research and Development Associates) is the evaluator. Their plan is based upon three types of activities: assembly of instrumentation; assessment of the status of the program; and measurement of student outcomes. Evaluation strategies will include pre and post testing, in addition to an on-going assessment. Comparisons will be made with a control group and also with several instrumental results as designed by the Appalachia Educational Laboratory.

Sex-Fair Guidance, Counseling, Placement, And Follow-Up Services--Counselors and staff will be required to participate in training sessions to increase their competencies in working with students, so that the students will be able to recognize sex bias and sex-role stereotyping. The Counselor/Site Analyst will place all EBCE graduates in jobs, training programs, or

other post-secondary endeavors according to their interests and competencies and will be assertive in the placement of women in nontraditional roles. Student process and outcome objectives will be formulated by the EBCE guidance counselor.

Safeguards With Respect to Work-Related Activities of Participating Students--The School District will provide each EBCE student 24-hour coverage insurance. The 24-hour coverage insurance provides accident coverage at any location, as well as during any travel time. Students will be rotated from one career exploration site to another throughout the program in order to guarantee a wide career exposure. Also, careful monitoring will be provided by the EBCE staff so that students are not exploited or used in a gainful working activity, thereby maintaining their status as interns or trainee observors.

IV. Unique Features

This is a definite deviation from the traditional classroom. It is a cooperative effort among the State Department of Education, the community, and the Harrisburg School District to provide a realistic venture into Career Exploration, and at the same time to relate to an individualized academic program.

STATE AND PROJECT NUMBER:	Pennsylvania 502AH60077
TITLE OF PROJECT:	Building Experience-Based Career Education(BEBCE)
PROJECT DIRECTOR:	Stanley B. Cohen, Director Career Education Planning and Development School District of Philadelphia John F. Kennedy Center 734 Schuylkill Avenue Philadelphia, PA 19146
APPLICANT ORGANIZATION:	School District of Philadelphia 21st Street and the Parkway Philadelphia, PA 19103
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$406,401
DURATION:	October 1, 1976 Through September 30, 1979

Site Information:

The school district involved is the School District of Philadelphia. Initially the program will involve two public high schools, John Bartram High School and South Philadelphia High School, and one parochial school, West Philadelphia Catholic High School. In addition, a learning resource center will be housed in George Wolfe School, a Bartram Annex.

The program is to expand in the future, and additional sites will be developed at later dates.

The School District of Philadelphia has an enrollment of 263,000 students. Of these, 61% are black, 4% Oriental or American Indian, 5.2% Hispanic, and 32.7% other. Approximately 68,000 students are enrolled at the high-school level. The first site to be used is a Title I school in a district with a disadvantaged population of 132,813 students as defined by Title I.

Philadelphia has the largest fresh water port in the world (50 miles of waterfront) and contains more than 90% of all major industries. It is a major center for textiles, apparel, food processing, petroleum refining, printing, chemical pharmaceuticals. There are major medical, educational, and cultural facilities in the city with retail sales in the eight county area of $13.4 billion and an average annual household income of $16,751.

All students in the participating schools are eligible to apply for admission to this program. No student will be excluded from this program for reasons of race, sex, or academic ability.

Pennsylvania

Description of the Project:

I. Administrative Structure

The project director reports to the Executive Director of the Division of Career Education, School District of Philadelphia.

Project administrators will be considered part of the office of Career Education, Planning and Development, an arm of the Division of Career Education.

Consultant services and evaluation will be provided for by two different third parties. The consultant will supply staff-development services to key personnel of the office of Career Education Planning and Development in order to create a central-staff capability for continued expansion and project development.

A project coordinator will be responsible for administrative management of the day-to-day operation of the program, as well as for the coordination of supportive service, third-party service, and the preparation of progress and final reports.

II. Program Design

The program is designed to implement, evaluate, and subsequently expand an experience-based career education program which will represent an important component of a comprehensive career education program eventually serving all the students in Philadelphia.

This program is modeled after the experience-based career education model developed by the Northwest Regional Educational Laboratory under the auspices of the N.I.E.

The student outcome objectives of this program are:

1. The student will know the functions, characteristics, and requirements of a broad range of self-selected occupations.

2. The student can accurately demonstrate awareness and understanding of his or her own current interests, abilities, values, and limitations relevant to career goal selection and achievement, and recognize that these may change with further education or experience.

3. The student can read selections from a newspaper or other popular periodical and (1) recognize the main points, (2) recognize the author's purpose, and (3) locate specific facts and details.

4. The student can define his/her problem by identifying a need or a discrepancy between where he or she is and where he or she wants to be. This can be in a personal, group, societal, academic, and/or career situation.

5. The student will demonstrate an ability to communicate orally both ideas and feelings in a manner that is effective and appropriate to various situations (social, school, or work).

6. The student can write clearly and correctly the materials pertaining to his or her areas of career involvement (e.g., reports, orders, records, and forms).

7. The student can effectively participate in peer and adult interactions based on appropriate role relationships and obligations, acceptance of the validity of individual rights and perceptions, and ability to contribute to the resolutions of conflicts resulting from differing personal needs and values.

8. The student will demonstrate correct performance of arithmetic operations necessary for successful daily living, such as (1) making and receiving change, (2) modifying recipe quantities, (3) measuring items, (4) doing comparison shopping, and (5) generally dealing with weights, measures, calendars, clocks, etc.

9. The student will demonstrate the ability to cooperate with adults and assume responsibility for carrying out tasks which he/she agrees to complete.

This program is also designed to permit continuing replication and expansion throughout all eight sub-districts of the School District of Philadelphia on a cost-effective basis. It is estimated that after the first three years of this program, its services will be available to approximately 720 students from five comprehensive high schools in Philadelphia. Beyond that time, expansion is expected to continue at a similar rate until such time as the services of this program are made available to all secondary students in Philadelphia.

III. Program Components

The Experience-Based Career Education Program--Students participating in the program will spend a major portion of their time in the community at employer sites that have been recruited according to students' career interests. When students are not involved in community experiences, their home base will be the learning/resource center. Every student will follow a personalized learning path that is completely individualized. There are, however, clearly

specified graduation requirements and an accountability system that monitors student activity continually.

Community "experiences" will be of three types: Exposure--lasting from 2-5 days, Investigation--10 days or longer, and Life Skill Competencies--requiring certification of the student's proficiency by community resource people. Some flexibility will be permitted according to student's needs and interests. Program-related student activity will be translated into credit toward the receipt of a standard high school diploma.

Elimination of Sex Bias and Sex-Role Stereotyping--In order that sex bias and stereotyping is eliminated, several procedures will be implemented:

1. An Advisory Committee will work with the Curriculum Specialist to insure that all basic materials to be used for the purpose of instruction are non-sexist in nature. These include, programmed texts, cassette tapes, reference materials, standard texts, periodicals.

2. Persons who are employed in nontraditional roles will be available so that students can be able to see that one's sex need not determine the type of job one can hold.

3. Strategies will be developed for students to use in pursuit of their interests beyond traditional patterns.

4. A committee will work with the employment site selector to insure that students are placed on sites without regard to the student's sex.

5. An evaluation form for students' appraisal of sex-fairness will be developed.

6. The Legal Department of the School District of Philadelphia will provide advice for the purpose of insuring that sex stereotyping of any kind is eliminated.

7. Follow-up records of students who leave the program voluntarily or through graduation will be maintained for a minimum of three years. This will be done by a supervisor from the Division of Career Education.

8. All of the above activities will be on-going with the exception of the follow-up which will not take place until the end of the first year.

Third-Party Evaluation--The third-party evaluator, will be expected to evaluate and document the following: (a) How fully the program is implemented, (b) were the stated programs initiated, (c) staff development, (d) advisory committees, (e) use of persons in nontraditional roles, (f) elimination of sex bias and stereotyping, (g) transfer of credit, and (h) benefits derived by students.

Program outcomes will be assessed on the basis of a true experimental design (pre-test, post-test, control group). Students applying for the program will be randomly placed in experimental and control groups.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Guidance and counseling activities will directly address the impropriety of sex-stereotyped occupational roles. The specific techniques and strategies used will be those incorporated into the Northwest Regional Educational Laboratory EBCE model.

Other guidelines will assure the inclusion of sex-fair placement and follow-up activities. In addition, two follow-up studies will be conducted each year for students placed in jobs. These studies will include the gathering of data to assure that students have not been placed in any job on the basis of sex, race, or religion.

Safeguards With Respect to Work-Related Activities of Participating Students--Students in the BEBCE program will be covered by regular student accident insurance. This will include coverage during school hours both at the learning center and on community-based sites, and while traveling both to and from school and employer sites.

Students engaged in learning-site activity will not be paid, nor will they engage in any type of activity of a commercially productive character. Adherence to this guideline will assure compliance with child labor laws and the statutes governing employment.

IV. Unique Features

The unique features of this program include its replication and expansion utilizing existing resources, both human and financial; the development of a central staff capability to supervise this program and provide the staff development necessary for its diffusion; and its utilization of a computerized management system, or Data-Bank Clearinghouse, to coordinate the resources of the business and industrial community.

STATE AND PROJECT NUMBER:	Rhode Island 502AH60027
TITLE OF PROJECT:	Experience Based Career Education
PROJECT DIRECTOR:	Dr. Frank M. Santoro Deputy Assistant Commissioner Bureau of Vocational-Technical Education Rhode Island Department of Education Roger Williams Building 22 Hayes Street Providence, RI 02908
APPLICANT ORGANIZATION:	State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142 (c):	$417,792
DURATION:	September 15, 1976 through September 30, 1979

Site Information:

The towns involved are Cranston (2 sites), Central Falls, Burrillville, Scituate, Foster-Glocester, Smithfield, North Smithfield, Lincoln, and Cumberland, Rhode Island.

BURRILLVILLE: The program will serve juniors and seniors from the only high school in Burrillville. Burrillville has a population of 10,087. It has an estimated labor force of 4,091 and a dropout rate of 20.8%, the highest in Rhode Island. Manufacturing and trade accounts for 71% of industry and employment in Burrillville. Growth is expected to occur slowly in the areas of manufacturing, trade, and service occupations. The total number of 11th graders is 187. The EBCE population (10) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 217, and seniors 187. The total EBCE population should equal 20.

CENTRAL FALLS: This program will serve juniors and seniors from the only high school in Central Falls. Central Falls has a population of 18,716. It is bordered on the south by Pawtucket, one of Rhode Island's largest towns. Central Falls has a resident labor force of 7,832 and a current unemployment rate of 12.4%. Manufacturing accounts for 73.7% of the industry and is on the upswing. The total number of 11th graders is 133. The EBCE population (10) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 177, and the seniors 133. The total EBCE population should equal 20.

CRANSTON: This program will serve juniors and seniors from both high schools in Cranston (East and West). Cranston has a population of 74,287. It is located just south of Providence, the capital of Rhode Island, and is the fourth largest town in Rhode Island. Its present labor force is estimated at 28,291, and it has a current unemployment rate of 10.8%. Manufacturing and wholesale and retail trade accounts for 70.3% of all industry. Growth is expected to occur in manufacturing, retail, and service industries in the next 15 years. The total number of 11th graders equals 1,172. The EBCE population (50) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 1,362, and seniors 1,172. The total EBCE population should equal 100.

CUMBERLAND: This program will serve juniors and seniors from the only high school in Cumberland. Cumberland has a population of 26,605. It is bordered by the Massachusetts State line and is approximately 13 miles north of Providence. Its present labor force is estimated at 9,846 with the largest increase (24.7%) in population of any area of the State serviced by this grant. Its unemployment rate is currently 11.6%. Manufacturing and wholesale and retail trade make up 75.7% of all industry. Growth is expected in manufacturing and service industries with emphasis in manufacturing over the next 15 years. The total number of 11th graders equals 586. The EBCE population (20) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 633, and seniors 586. The total EBCE population should equal 40.

FOSTER-GLOCESTER: This program will serve juniors and seniors from the only high school in the combined towns of Foster and Glocester. The population of Foster is 2,626 and Glocester is 5,150. Foster is bordered by Connecticut on the west and Glocester on the north. Its total labor force is 1,031. Glocester is bordered by Connecticut on the west and Foster and Scituate on the south. It is 15 miles northwest of Providence and has a total labor force of 2,111. The combined towns have a current unemployment rate of 14.6%. Trade and manufacturing make up the largest percentage of industry. They are rural towns with agriculture and recreation as their principal economic activities. The total number of 11th graders for the combined towns is 150. The EBCE population (10) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 189, and seniors 150. The total EBCE population should equal 20.

LINCOLN: The program will serve juniors and seniors from the only high school in Lincoln. The population of Lincoln is 16,182. Lincoln is five miles north of Providence and bordered by Central Falls and Pawtucket. It has an estimated labor force of 6,209 with a current unemployment rate of 12.6%. Manufacturing and service industries make up the largest percentage of industry (75.9%) in the town and are expected to increase

in the next 15 years. The total number of 11th graders equals 262. The EBCE population (20) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 307, and seniors 262 with a total EBCE enrollment of 40.

NORTH SMITHFIELD: The program will serve juniors and seniors from the only high school in North Smithfield. North Smithfield has a population of 9,349. It is a part of Providence County and has an estimated total labor force of approximately 3,500 and 14.2% unemployment. The leading source of employment is industrial, principally textiles. Manufacturing accounts for 78.7% of the town's total employment. Growth is expected to occur in the areas of manufacturing, trade, and service occupations. The total number of 11th grade students is 157. The EBCE population (10) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 183 and seniors 157. The total EBCE population will equal 20.

SCITUATE: This program will serve juniors and seniors from the only high school in Scituate. Scituate has a population of 7,489. It is primarily a residential and agricultural community approximately 12 miles from Providence. Wholesale and retail trade and manufacturing account for over 56% of the total employment in 1970. The unemployment rate is presently 7.6%. Growth in the labor market over the next 16 years is expected to be in the areas of manufacturing, retail trade, and service occupations. The total number of 11th grade students is 114. The EBCE population (10) will be randomly selected from those who choose to apply for the program. Next year, the juniors will number approximately 142 and seniors 114 and the total EBCE population will equal 20.

SMITHFIELD: The program will serve juniors and seniors from the only high school in Smithfield. Smithfield has a population of 13,468. It has an estimated labor force of 4,952 with 13.1% unemployment. Manufacturing is the leading source of employment (77%). Growth is expected to occur in the areas of manufacturing, trade, and service occupations. The total number of 11th grade students is 256. The EBCE population (10) will be randomly selected from those who choose to apply for the program. In academic year 1977-78, the juniors will number approximately 274 and seniors 256. The total EBCE population will equal 20.

Characteristics of the student population to be involved at each site are not available. Breakdown by minority, disadvantaged, handicapped, therefore, cannot be reported. The entire State of Rhode Island is considered disadvantaged economically as one can tell by the unemployment rates for each community. The student population in each district will be randomly selected and, therefore, should be representative of the total population.

Rhode Island

Description of the Program:

I. Administrative Structure

The main responsibility for the overall management of this project will lie jointly in the hands of the Rhode Island State Department of Education and the Cranston School Department. However, the person who will overview all components of the project is the Deputy Assistant Commissioner in charge of the Bureau of Vocational Education. Each agency has assigned an individual to co-manage the project implementation. The project coordinators report daily to the managers who are responsible for overall project coordination among the sites, third party evaluation, public relations, and the preparation of quarterly and final reports. A separate staff position has been established in Rhode Island for a career education consultant. Daily contact and periodic exchange of information is maintained between the staff of this project and the career education consultant.

II. Program Design

The program is designed to implement, evaluate, and diffuse an area wide approach to EBCE under the guidelines of priority area 2, using the EBCE model developed by Research for Better Schools, Inc.

The career development component will be conducted out of two of the State's area vocational facilities, servicing seven sending communities The sending high schools will each operate a career guidance and academic component on their own site. Junior and senior students will explore careers in a cluster format which will last for nine weeks. After this period of time, the student may choose to continue in a cluster, explore a new cluster, or specialize. Credit is given for each nine week cluster. The program is designed to diffuse career education into all subject areas in the seven communities over a three-year period by training academic teachers and counselors to implement the program and by developing a cooperative relationship with the economic sector of the community.

Three-year outcomes should include:

A. Curriculum in all five cluster areas free from racial and sex bias.

B. School program change toward relevancy.

C. A cooperative linking involvement between economic and education sectors.

D. A cadre of trained staff available to train teachers and counselors throughout the State to implement this EBCE model.

Rhode Island

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program--The program consists of three components: the career development component, the career guidance component, and the academic component.

The career development component, incorporating the U.S.O.E. clusters of manufacturing, marine occupations, business and office, hospitality and recreation, and public service with EBCE and training in entry level skills, will be offered in nine-week segments with four of these segments being held and completed during one academic year. The nine-week segments will be divided so that the first week will assist the students to explore a specific cluster that interests them. This exploration will be provided by the resource coordinators at the two vocational-technical schools. During the next seven weeks, students will attend job sites to complete the educational programs set up for them. Students will rotate during the seven weeks from job site to job site. This will allow students to explore as wide an array of jobs within an area as possible. The final week will be devoted to a wrap-up session which pulls together the learning experiences for the quarter. At the completion of the nine-week cluster segment, students can opt to continue exploration of the same cluster if further information is required, choose another of the five cluster areas to explore for a nine-week segment, or choose to specialize in a particular job (if the job is of interest).

The career guidance component, which assists students in the development of values clarification, career planning awareness, and integration of program experiences, will provide services to students in two ways--group counseling and individual guidance sessions. The intent of these counseling sessions will be to assist EBCE students in self-evaluation, problem solving, and developing decision-making skills.

The academic component assures that the academic skills taught are relevant to the career experiences on the job site and in career guidance. These services will be provided through integrated courses in basic skills and an Academic Resource Center. Beginning in Year Two of the program, the sending high schools will provide instruction in English and mathematics incorporating career experiences.

Elimination of Sex Bias and Sex-Role Stereotyping--The project will use the services RBS has perfected for training staff in developing programs free from race and sex bias. The third-party evaluator will monitor all procedures undertaken during the implementation of EBCE including training, curriculum development, job site analysis, student selection, and student placement. In addition, several Affirmative Action Officers will be used in an advisory capacity to review project operations periodically and consult with staff to assure that these provisions are adhered to. All students will be given the opportunity to enroll in the program and all those selected for the project will be allowed to explore any of the cluster areas. Job site placement will be conducted on a random-rotating

basis. There will be nc restrictions placed on job site access other than those arising from safety requirements. As part of the public service cluster, labor unions and Affirmative Action Officers have expressed interest in providing job sites.

Third-Party Evaluation--The third-party evaluator will collect data on the objectives and monitor specific components of the program during its operation. Both a control and experimental group will be used. Consequently, differences between the groups can be assessed and analyzed. Through statistical analysis, differences will be compared with treatment. Student outcomes in career skills, life skills, and basic skills will be assessed by using instruments which have been tested by RBS.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Objectives have been developed for the career guidance component which are free from all forms of race and sex bias. Training for all program staff will insure the development/operation of a program which meets these criteria. The third-party evaluator will monitor for compliance in the planning, implementation, and operation of the program.

Safeguards With Regard to Work-Related Activities of Participating Students--Provisions have been made to assure that all participants have insurance on their school policy which covers them for all school-utilized activities and transportation to and from those activities. All participating employers will be covered for any possible injury which could occur on the job. State law requires that all students operating machinery must wear protective articles.

The Area Director of the Wage and Hour Division of the United States Department of Labor will provide guidance and direction with respect to activities being designed and operated in an employment relationship within the parameters of the Fair Labor Standards Act. The State Director of Labor and Area Director of the Wage and Hour Division will provide guidance and direction with respect to all non-paid work-related learning activities where an employment relationship is not established.

STATE AND PROJECT NUMBER:	South Carolina 502AH60050
TITLE OF PROJECT:	Demonstration of the National Institute of Education's Experienced-Based Career Education
PROJECT DIRECTOR:	Rudolph G. Gordon J. L. Mann High School 61 Isbell Lane Greenville, South Carolina 29607
APPLICANT ORGANIZATION:	School District of Greenville County P.O. Box 2848, 301 Camperdown Way Greenville, South Carolina 29602
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$390,000
DURATION:	September 20, 1976 through September 20, 1979

Site Information:

The school involved is J. L. Mann High School in the School District of Greenville County.

The County of Greenville (pop. 263,450) has been traditionally known as the Textile Center fo the World. However, by 1970, the percent of labor force employed in textiles had dropped to 44.3% as significant diversification has taken place including such industries as chemicals, plastics, electrical machinery, tires, warehousing, etc. The city of Greenville (pop. 64,199) is known for its excellent health care facilities, for the number and diversity of its shopping and services facilities, and for its post-high school educational institutions.

The Geenville County School District enrolls approximately 57,000 daytime students. In 1970, by order of the Fourth Circuit Court, the District was completely desegregated, and today each school has an approximate 80/20 ratio of white to black students, with students being assigned and bused to meet this requirement.

J. L. Mann High School is located in a suburban-rural southeastern section of the County. Its student body is extremely heterogeneous, its 1140 (576 male, 564 female) students range from the most economically and culturally privileged to the most economically and culturally deprived. This heterogeneity is reflected in a bimodal distribution of academic skills.

South Carolina

White/black ratio is 76/24 with many black students bused from an inner city housing project. The 36 students served by the project during its first year of operation directly reflect this heterogeneity.

Description of the Program:

I. Administrative Structure

During the first project year, the staff will consist of an administrator (responsible to principal), a community resource coordinator, three half-time teachers, three part-time counselors, two paraprofessionals, and one secretary. Responsibility for staffing rests with the principal. During the second project year, staff will be augmented by an additional counselor and three additional one-half-time teachers.

Research for Better Schools, Inc., of Philadelphia has been retained to provide consultant help in training and implementation, inasmuch as the EBCE program designed is adapted from the RBS prototype.

The third-party evaluator is Dr. W. L. Bashaw, College of Education, University of Georgia.

II. Program Design

The overall goal of th- J. L. Mann High School EBCE is to implement an innovative program of career education to bridge, for young people, the gap between school with its present emphasis on cognitive learning and the real world of careers, citizenship, family life, and adult social interaction--thereby providing greater student motivation. As tangential goals, parents of program students will become more positive in their relationship to the school, school staff will gain insight into the potential of career education, and the business community will develop strong and continuing lines of communication with both J. L. Mann High School and the School District of Greenville County.

It is envisioned that during the three-year managment plan, this prototype can be developed and refined so that it becomes a feasible model for dissemination in a receptive Greenville community and a model for exportation to other Districts.

Emphasis during the first will be on the selection and in-service training of staff and the development of community sites. During the second year the number of students enrolled will increase from 36 to an optimum of approximately 100. Emphasis in the third year will be on dissemination to other schools in the District and to the S.C. Department of Education which is closely observing project development.

South Carolina

III. Program Components

The Experience-Based Career Education Program--This experience-based career program, adapted from the RBS prototype, will comprise three components: career development, career guidance, and an academic resource center.

The career development component, basic to EBCE, provides that each student leave the school campus two mornings per week, and participate in pre-planned activities at community job sites, working with employers on almost a one-to-one basis in order to learn as much as possible about the given business or industry. Sites visited are grouped in nine-week clusters.

The guidance component will involve two hours per week of group guidance for each student, plus individual guidance on the initiative of the student. The goal of this component is to develop student self-awareness, decision-making skills, and assimilation of community career experiences as the student is encouraged to articulate his/her experiences in relation to his/her values.

The academic component, through modular scheduling and individualized instruction, will provide cognitive learning experiences in English, social studies, and mathematics, so that EBCE participants do not fall behind in State graduation requirements. Motivation for achievement in basic skills will be reinforced by integration of the community experiences into basic skills assignments.

Students will be encouraged to apply for EBCE without regard to sex, economic and cultural background, or future career plans. They will be selected by lottery. A heterogeneous group is anticipated and the EBCE program as designed should meet all individual needs.

Elimination of Sex Bias and Sex-Role Stereotyping--Student applicants from 10th, 11th, and 12th grades will be enrolled by random selection. All instructional materials and evaluation instruments will be examined by the third-party evaluator. Staff will be trained and monitored on this criteria of career education. Members of the business community have assured the project that as Equal Opportunity Employers, their jobs are open to all applicants who can demonstrate essential job skills. Community sites will be monitored to assure that this policy is, in fact, an actuality. Students will be encouraged to explore careers without regard to traditional stereotypes.

Third-Party Evaluation--The evaluation plan includes assembly of instruments, monitoring the status of the program, and measurement of outcomes. The use of a third-party evaluator assures development of measurable process objectives with particular emphasis on monitoring for racial, ethnic, and sexual bias. The management plan links process objectives to be documented through the use of a control group. Parent approval of student participation

in evaluation is obtained and anonymity assured. Although parent and community attitudinal objectives are not as specific as student objectives, they are included and will be monitored.

Sex-Fair Guidance, Counseling, Placement, and Follow-up--The guidance component will develop process objectives and measurable student outcomes for sex-fair guidance. Students will be encouraged to explore nontraditional career areas. The EBCE program should develop students better prepared to enter the job market. EBCE is committed to expanding existing job placement activities for graduates, which now includes USES, CETA, and industry/counselor contact. The J. L. Mann guidance department conducts follow-up studies of graduates each year.

Safeguards with Respect to Work-Related Activities of Participating Students--Insurance will be provided to cover safety and well being of students. Students will travel to job sites on state school buses. Employers will be made aware of OSHA regulations. Sites will be monitored to assure that hazadous activities are avoided.

IV. Unique Features

1. Design of an EBCE program feasible in a traditional high school setting (rather than in an alternative location).

2. Community job experiences strongly integrated into academic instruction.

3. Objectives anticipating growth in positive attitudes of parents and community toward public education.

STATE AND PROJECT NUMBER:	South Dakota 502AH60061
TITLE OF PROJECT:	Pathfinder: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career and Educational Opportunities for Young People.
PROJECT DIRECTOR:	Clayton D. Carlson 120 Third Street Southwest Watertown, South Dakota 57201
APPLICANT ORGANIZATION:	Watertown School District #14-4 200 Ninth Street Northeast Watertown, South Dakota 57201
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$325,945
DURATION:	September 1, 1976 through August 31,1979

Site Information:

The sponsoring agency is the Watertown School District No. 14-4, which includes the Lake Area Vocational-Technical Institute (LAVTI).

Watertown is the largest community in northeastern South Dakota, with a population of some 15,000. It is the trade center for more than 100,000 people in the surrounding agricultural region. While the economy is agriculturally based, the city serves as a wholesale and retail distribution center, and has a wide range of businesses, industries, medical facilities, and government agencies.

LAVTI has an enrollment of 750 students in 22 course offerings. A Multi-District Vocational Center, with an enrollment of 467 11th and 12th grade students from 10 communities is located in Watertown. The Pathfinder EBCE Project functions within the framework of LAVTI which serves students from any location within or outside of the State who are 16 years of age or over and who demonstrate potential for benefiting from the program. Participants will be considered as LAVTI students, and will include the following:

1. Young people who have recently left high school and who want to explore various careers, avenues of training, education, and employment prior to making a vocational commitment.

2. Others who want to re-examine their life objectives through involvement in self-assessment activities, job exploration, training, education, and exploration of employment possibilities.

3. Individuals who want to examine and have experience in the course offerings of any of the State's vocational-technical schools.

4. Those who want to participate only in the self-assessment portion of the program as a basis for decision-making.

5. Students currently enrolled in LAVTI or the Watertown Business University who want to strengthen their basic or life skills.

Student population to be served includes both vocationally undecided individuals of both sexes who want to explore careers in relation to their own interests, aptitudes, and values, and those who have deficiencies in basic and life skills. About 15 students will be served concurrently during the first year, and about 30 during years two and three.

Description of the Program:

I. Administrative Structure

The project director reports to the Superintendent of the Watertown Independent School District No. 14-4. The project proposal was approved by the State Board for Vocational Education, and project activities are monitored by the State Division of Vocational-Technical Education.

II. Program Design

The Pathfinder Project is designed to provide community-based career experiences, personal assessment, and assistance in strengthening basic and life skills. Decision making is emphasized, with exiting students entering the education, training, or work option best suited to their individual needs and aspirations.

A 13-cluster structure will be phased in over a three-year period, beginning with six clusters the first year, coordinated with the offerings at LAVTI. During years two and three the cluster phase-in will encompass the course offerings of the other schools in the State vocational-technical system. The Pathfinder Project will also serve as a demonstration-diffusion model for these schools.

South Dakota

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program--This project was written for NIE Program Priority Area II, and contains many elements of the Northwest Regional Education Laboratory's Community Experiences in Career Education (CE)2 model at at Tigard, Oregon. Student evaluation materials from the Appalachia EBCE model at Charleston, West Virginia are also used in the project. In addition, the project is drawing from the experiences and materials from two other Part D career education projects conducted by the local school district, and from other programs in the upper midwest that will help the project meet its objectives.

Each student's program will be individualized, but every student will be expected to meet minimal requirements in the basic and life skills. Participants will spend about 15 hours a week in work exploration on job sites. They will remain in the program for an indeterminate length of time, depending upon their needs and their goals. They will, however, generally be in the program for 13 weeks.

Elimination of Sex Bias and Sex-Role Stereotyping--Sex-role stereotyping is eliminated in the Pathfinder Project by (a) exposing all participants to non-traditional job roles; (b) encouraging students to consider all types of careers and make choices based on their interests and abilities rather than on their sex; (c) giving opportunities to students to choose non-traditional job roles; and (d) helping students raise their level of respect for others, regardless of their sex, color, ethnic background, or value system.

Third-Party Evaluation--Dr. Allan Lindstrom and Dr. Marvin Scholten, staff members in the Education Department at South Dakota State University and an independent evaluation team, are the project's third-party evaluators. They will use, whenever possible, evaluation instruments and procedures designed by the Northwest Regional Education Laboratory. In all cases the instruments used will be consistent with the objectives of the project, and every attempt will be made to measure the desired student outcomes. Steps followed will include the collection of student monitoring data, the administration of pre-and post-tests, and the collection of process data.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Project and student outcome objectives have been formulated to help resolve sex bias in counseling, placement, and follow-up. Examples of such objectives are (1) work site experiences that will go beyond merely acquiring career information, but will encompass the use of that information in re-examining opinions and alternatives, and in making decisions related to work, education, and life style goals; (2) guidance, counseling, and placement services are an integral part of the cluster phase-in process, which encompasses both traditional and non-traditional job roles.

South Dakota

Safeguards with Respect to Work-Related Activities of Participating Students--Under the South Dakota Labor Code and the South Dakota Education Code, students in non-paid work experience or occupational training classes in the community are covered under the Workmen's Compensation Laws. The activities and length of time spent by students on job sites will be regulated to guarantee that they remain in a non-productive observor-trainee status. Students will also be covered by regular student accident and health insurance.

IV. Unique Features

Unique features of the Pathfinder EBCE Project include the following: (a) The project is designed to serve individuals who are not enrolled in a secondary school; (b) participants will encounter work related experiences in three settings: On job sites, in the vocational school system, and in the project facilities; (c) participants may be enrolled in the Lake Area Vocational-Technical Institute and in the Pathfinder Project concurrently to utilize certain services, such as personal assessment and analyses of the labor market; (d) individuals can enroll in the program for an indeterminate length of time, but will be encouraged to remain until their own goals are achieved.

STATE AND PROJECT NUMBER:	Tennessee 502AH60103
TITLE OF PROJECT:	Memphis Experience-Based Career Education
PROJECT DIRECTOR:	Daniel H. Campbell, III Division of Vocational Education Hamilton High School 1363 Dixie Avenue Memphis, Tennessee 38106
APPLICANT ORGANIZATION:	Memphis City Schools Division of Vocational Education 2597 Avery Street Memphis, Tennessee 38112
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$438,894
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The school district involved is the Memphis City Schools. This Experience-Based Career Education program will serve Hamilton High School initially, as a model program for the Memphis City Schools.

Memphis, an industrial marketing and distribution center for the Mid-South, has a population in excess of 666,000. Thirty-three percent of the population is in the age bracket of 18 or younger, with another 13% falling into the 18 through 24 bracket. Approximately 60% of the entire Memphis population is under 35 years of age. Twenty-four percent of the local population is employed in manufacturing while 76% is employed in non-manufacturing areas. At present the unemployment rate is down from 8% during the summer to 6.7% as of October 1976. In Memphis and Shelby County 32,000 families are receiving food stamps. The per capita income for the county was $4,823 in 1975. The EBCE program serves an urban population.

Hamilton High School has 1320 students enrolled in grades 10-12. Of these students, 52 are white and 1268 are black. Eighteen students are in special education classes, 16 are working at the skill center, and eight are handicapped but are in regular classes. The socioeconomic status of the students as well as the ability levels is widely varied. The Memphis EBCE will serve approximately 1080 students over a three-year period. There are no special requirements (other than parental approval and interest in the program) to enter the program, so no student will be discriminated against due to race or sex.

Tennessee

Description of the Program:

I. Administrative Structure

The project director reports directly to the Instructional Consultant for Special Vocational Programs and SPAN Career Education Program Director. Both report to the Director of Vocational Education, Memphis City Schools. Staff from Research for Better Schools will provide consultative services in EBCE implementation. The project director will be responsible for providing coordination and assistance for implementation, evaluation, and dissemination. A day-to-day working relationship will be maintained between the project director and the staff assigned to the project.

II. Program Design

This program is designed to facilitate self-awareness and career awareness in order for students to responsibly develop and implement life career development and goals using both the community as an extension of the school and complementary existing school offerings. The program will be conducted in three phases: career exploration, career specialization, and student placement and guidance support. The career exploration phase will be based on the fifteen U.S.O.E. career clusters and community site analysis with activities designed for community/career experiential learning. Career specialization will begin at the end of the first career exploration phase and will continue with each exploration phase termination with emphasis placed on curriculum planning or further career exploration. Placement will include all 12th grade students with the specific design to implement job placement or further education. At the end of the three year operational phase, the EBCE staff will spearhead the movement to disseminate career awareness exploration, specialization, placement and guidance services to the existing Memphis City Schools and other interested parties for practical implementation.

III. Program Components

An Expanded and Improved Cooperative Vocational Education and/or Work Experience Program--The EBCE model developed by Research for Better Schools meets the needs of the Memphis Schools with some modification. Using Hamilton, a modern comprehensive high school, as a model for demonstration and diffusion of EBCE to the Memphis City Schools, three major components will be developed. The first major component is exploration which provides 10th grade students with one hour of career guidance per week and four hours of community experience in the world of work. A special phase of this component will be the development of an effective prevocation program as part of the exploration experience. The second component will provide 11th grade and 12th grade students with a course in career specialization in areas not offered by existing cooperative vocational

programs. In this component, each week students will spend two hours in class and two hours working or gaining experience in the community in the job they choose for specialization. Placement is the third component. This component is offered to all graduating vocational seniors with emphasis on job readiness, job placement, and guidance for extended education.

Elimination of Sex Bias and Sex-Role Stereotyping--A consultant dedicated to the elimination of sex bias and sex-role stereotyping has been employed to assure compliance with Title IX in all phases of the program. This will be accomplished by:

1. Special workshops for counselors, teachers, and administrators.

2. Development of a checklist identifying sex bias and sex-role stereotyping in curriculum material being previewed.

3. Development of special guidance material for students.

Third-Party Evaluation--Garry Bice of the University of Tennessee will evaluate the EBCE program. The evaluator will use a modified CIPP model using a formative-summative process. The evaluation utilizes a quasi-experimental design (the nonequivalent control group design, with a self-selected experimental group) for determining student progress. The control group will consist of 120 randomly selected 10th grade students who are not participating in the project. Previously developed and validated instruments will be used when possible, primarily those developed by RBS.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--All project guidance and counseling activities will be conducted to insure sex-fair practices. The project staff will participate in inservice workshops relating to sex-fair guidance and counseling. All materials used for assessment of skills, interest inventories, catalogs, etc. will be reviewed for sex-fairness. Students will be exposed to both traditional and nontraditional careers both through first-hand experience and through group discussions involving persons employed in nontraditional occupations. Other group activities will include units relating to fair hiring practicies, occupational trends, etc. All students will be encouraged to select work experiences based on interest rather than traditional practice. The project coordinator will aid in the placement of vocational seniors in the area of their training and will maintain follow-up studies on all graduating vocational students.

Safeguards With Respect to Work-Related Activities of Participating Students--Students in the EBCE program will be covered by school student accident and medical insurance. Students will have 24-hour coverage.

STATE AND PROJECT NUMBER:	Texas 502AH60020
TITLE OF PROJECT:	San Antonio Experienced Based Career Education Demonstration Project
PROJECT DIRECTOR:	Mr. Bill R. Lafferty Deputy Executive Director Education Service Center, Region 20 San Antonio, TX 78209
APPLICANT ORGANIZATION:	Education Service Center, Region 20
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$748,645
DURATION:	September 1, 1976 through August 30, 1979

Site Information:

The Education Service Center, Region 20, with headquarters in San Antonio, Texas is the sponsor of the EBCE project. In the geographic area served by the Education Service Center, there are 50 independent school districts in a 14 county region. Participating directly in the EBCE projects are two school districts -- San Antonio Independent School District and Harlandale District.

The Education Service Center serves a multi-ethnic population and represents largely a bilingual, bi-cultural student body. Selection of the EBCE students is to be done in such a manner as to insure that a cross-section of this mixed culture is achieved in the composition of the EBCE group. The population of the San Antonio ISD is 67.7% Hispanic, 16% black, and 16.3% other. The population of Harlandale ISD is made up of 75.9% Hispanic, .5% black, and 23.6% other.

Research studies reveal that 37.8% of high school graduates of San Antonio ISD go to college while 42% from Harlandale ISD are college bound. Unemployment and underemployment in the San Antonio area are the highest for any major city in the State. Youth unemployment is especially high. Among the major sources supporting the economy are federal installations, agriculture and related industries. light manufacturing, and a large contingent of retired military living in the area.

Texas

Description of the Program:

I. Administrative Structure

Through a working agreement between the Education Service Center and the participating schools, the Education Service Center staff has direct line authority over the EBCE staffs in the two participating school districts; thus the normal channels are bypassed. Each of the participating school districts has a staff composed of a project manager, a learning manager, a student activity specialist (counselor) one clerical assistant, and one van driver.

II. Program Design

The Education Service Center, Region 20, will serve as prime contractor and coordinator of the EBCE program, a priority 1 project patterned after the model developed by the Northwest Regional Educational Laboratory.

The goal of the project is the development of rational decision-making adults capable of finding self-satisfaction in life. General objectives for students are: the increased development of basic academic skills; the life skills; personal, functional competencies; and career exploration. Community objectives encompass the provision of learning services to students and the development of closer educational ties between the community employer sites and the formal educational institutions of the community. Other objectives include participation by the parents in the community-experience education of their children.

III. Program Components

The Experience-Based Career Education Program -- The two participating independent school districts are to establish comprehensive learning centers. The learning center program is designed to address students' needs in the basic skills, the life skills, the career development areas, and personal life functions. During the first year of the EBCE program implementation, students will be in the program only during the spring quarter (one third of the academic year). During the spring quarter students are to complete the following activities: (1) Three life skill projects. (2) Two career explorations at community learning sites. (3) Certification in a minimum of five functional competencies. (4) Four community awareness site visitations.

In the performance of the foregoing activities, each student will spend at least 15 hours per week at community resource sites following a schedule developed by the student and the learning center staff. Basic academic skills and the life skills will be accomplished primarily at learning centers, while career development and functional competencies will be completed chiefly at community resource sites. Where the need

for additional training and experience is indicated, students may participate in on-the-job or apprenticeship training. The project will enroll 40 students (from senior classes) in the first year, 80 students (from 11th and 12th grade classes) in the second year, and 120 students (from 11th and 12th grade classes) in the third year. Academic credit will be awarded for completion of community experiences and career education projects; these credits will count toward meeting the requirements of the standard high school diploma.

Elimination of Sex Bias and Sex-Role Stereotyping -- The EBCE project will provide inservice workshops for the staff which will be aimed at eliminating all aspects of sex bias in the project. An External Review Committee will carefully evaluate materials to be used in the project. In addition, the project staff will identify nontraditional tasks, jobs, and professions for the students. They will encourage self-motivation in their areas of interest regardless of what those interests are. Through training sessions, workshops, and individual contact with community resource instructors, the staff members will keep the community resource people alerted to the goal of eliminating sex bias. Career Aspiration Clinics will be held on an annual basis for students and parents in each district. The first portion will be held during the school day and will feature seminars led by persons in careers with unusual characteristics, especially women and men who hold positions on the "other" side of sex barriers. The second portion will be an afterschool fair with exhibits of student projects. Parents will be the primary audience in this area.

Third-Party Evaluation -- The third-party evaluator will be responsible for both process evaluation and student outcome evaluation. The first year of the project will concentrate on process evaluation. Comparison group studies will be conducted in the second and third years of the project. Measurement of student gains will be accomplished by appropriate student, parent, and instructor assessment interviews, by record observations, by employer and parental opinion surveys, and by approved testing procedures. Gains will be evaluated against student outcome goals in the basic skills, life skills, career development, and competency areas.

The career development progress of EBCE students will also be compared with that of students from other vocational education programs.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- The inservice training of EBCE staff members will concentrate on orienting the staff, as well as students, to think in terms of competency for task performance rather than to rely on the traditional, sex-oriented approach to task assignments. Unfair employment practices noticed by students or staff while the students are engaged in community experience exploration will be appropriately weighed. The staff project

managers will be instrumental in helping employers establish seminars which will include all sexes and races. Student activities will be planned in order to contain non-sex biased roles. Examples of favorable progress in this area will be widely disseminated throughout the Texas secondary schools.

Safeguards With Respect to Work-Related Activities of Participating Students -- Students accepted into the EBCE program will be covered by personal accident insurance. In addition, the participating independent school districts will have liability insurance coverage to include coverage for the community learning sites as well as for the students and staff. Even though students are in a non-paid learning experience status, and thus not "employees" under the Fair Labor Standards Act, students will adhere to the safety and cleanliness regulations and other established rules of the community/employer instructor. The Region 20 EBCE Program Coordinator has been provided with guidance and direction regarding Child Labor Regulations by the Area Director of the Wage and Hour Division, U.S. Department of Labor.

IV. Unique Features

1. Sponsorship of EBCE project by an Education Service Center which serves 50 schools in a 14 county area.

2. Fulfillment of State Free Enterprise System course requirements through EBCE experience.

3. Organization and conduct of Career Aspiration Clinics.

STATE AND PROJECT NUMBER:	Utah 502AH60105
TITLE OF PROJECT:	Experience-Based Career Education Part D
PROJECT DIRECTOR:	Ms. Thera C. Johnson Career Specialist Weber County School District 1122 Washington Boulevard Ogden, Utah 84404
APPLICANT ORGANIZATION:	Weber County School District
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$354,228
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The school districts involved are Weber County School District and Morgan County School District. The three year demonstration project will be concentrated in one localized operational setting. The program focus is on Priority Area I, Demonstration of the National Institute of Education's (NIE's) Experience-Based Career Education Program (EBCE). The Research for Better Schools educational laboratory will be employed to assist in the implementation and adaptation of the NIE program to the local setting. This program, through the Weber County School District Central Office Career Education Department, will serve four public high schools. There are 4,584 students, grades 10-12, in Weber School District in three high schools. There are 408 students, grades 9-12 in Morgan School District in one high school.

Morgan County School District and Weber County School District are located in the northern part of Utah, east of the Great Salt Lake. They are situated in what is known as the Wasatch Front region, due to the western slope of the Wasatch Mountains.

Total land area of Weber County is 661.74 square miles. The present population of the County is 135,000 people or 232.3 persons per square mile. There has been a constant steady population growth for the past several years due to the establishment of two new industrial parks.

The labor force in Weber County is comprised of 52,470 civilian and 13,380 government employees, for a total of 65,850 (1974). Manufacturing accounts for 4,810, mining 10, construction 1,800, transportation and utilities 3,010, trade 9,860, finance and real estate 1,660,

services 6,220, for a total non-farm payroll of 40,750, or 61.88% of the work force. The local Industrial Bureau has predicted an increase of 4,000 primary manufacturing jobs within the next five years. The rapidly growing economy, due to the expansion of manufacturing indicates a trend toward continued growth. Morgan County School District is a small rural district and is located immediately adjacent to the Weber County School District. It will benefit directly as a result of its small size (1,450 students K-12) and desire to provide educational alternatives to students.

Description of the Program:

I. Administrative Structure

The project director reports to the Superintendent of Weber County School District through the Director of Vocational Education. Dr. Ivan Muse and Dr. Garn Coombs from Brigham Young University in Provo, Utah are the third-party evaluators for this project. Mr. Lynn Jensen, Career Specialist, from the Utah State Board of Education will provide consultative services needed in EBCE implementation, evaluation, and dissemination.

The project director will be assisted by two coordinators. The project director is responsible for management of implementation; relationships with host schools, parents, students, community; and leadership for continuing development activities, guidance curriculum design, training of staff, and the third party evaluation.

II. Program Design

This program is designed to implement, evaluate, and diffuse--in a cooperative venture with two school districts--a comprehensive EBCE program. The first year will provide for 60 students in two high schools. The second year, the program will expand to include 175 students and one more high school. By the close of the third year, 325 students will be in the program and four high schools will be involved.

The two Boards of Education are committed to continuing and expanding the EBCE program using local funds as the objectives are reached, awarding academic credit to students who successfully complete the EBCE program, and providing student safeguards needed to implement the EBCE program; i.e., insurance, transportation, etc.

The goal of the experience-based program is to develop a program which will produce an adult who makes career decisions in a rational way. To accomplish this the objectives center on three areas of activity: 1) career information, 2) decision-making skills, and 3) basic academic proficiency.

Utah

Experience-Based Career Education is an approach to the determination and design of the school curriculum. It differs from other approaches in terms of its combination of two basic emphases:

1. That career development must be a direct objective of the curriculum for all students.

2. That the school must expand the range and use of opportunities for students to learn through experiences outside the school.

This approach to Experience-Based Career Education provides a concept involving the use of personnel and facilities outside the school in the development and operation of student programs. In this EBCE approach, the community and the school work together to implement a secondary career education program and to organize a cooperative relationship for continuing development and extension of the program.

III. Program Components

The Experience-Based Career Education Program -- The Research for Better Schools Laboratory's model with minor adaptation, meets the needs of the Morgan and Weber School Districts. This program provides an alternative program within an existing high school, in which each student, with the help of the counselor, will develop an individualized schedule. This will provide the opportunity for each student to spend one full day each week for a semester in a planned career cluster exploration experience in the business community under the close supervision of a vocational coordinator. All students in the project will be exposed to at least three different sites for career exploration.

The EBCE program has three component parts: The Academic Resource Center, Career Development, and Career Guidance. Academic Resource Center. In the EBCE program this refers to individualizing the curriculum, especially mathematics and English, to meet the career needs and goals of each student. This will be closely supervised by the academic coordinator from the district office in Weber County School District.

Career Development. This provides for the improvement of student career development through experiential learning activities in the community. The implementation of this component results in the establishment of a cooperative school/community relationship to identify and recruit resources for these activities, to develop specific instructional programs for students, and to supervise the operation and continuing development of these programs. This instructional activity at a cluster learning site is referred to as career exploration. Exploration is designed to promote career awareness and a general understanding of work environments and the economic system. Exploration is a series of mini-courses held at business resource sites in the community. Each mini-course is organized around related career areas.

These courses include both group and individual activities for students.

Career Guidance. Each of the four high schools will assign a professional counselor to provide each group of 15-25 students two sessions per week, each session lasting one class period. The Career Guidance component provides three major services to the students:

1. Individual guidance for personal development needs, as well as program needs, such as scheduling, course selection, and credit allocation.

2. Course content which utilizes the group guidance experience to develop skills of self-assessment, problem-solving and decision-making, communication, and information processing.

3. Articulation and correlation of student participation in career education activities with the school's existing program.

Elimination of Sex Bias and Sex-Role Stereotyping -- A comprehensive plan to counteract the non-productive influences of sex-role stereotyping on this program has been designed. Each of the counselors, teachers, coordinators, and administrators will attend a workshop that will aim at creating awareness of the special needs of women with regard to their participation in the EBCE program. Research for Better Schools materials have been developed that present information which will encourage the selection of intelligent career choices without regard to societal pressures to conform to traditional sex-role stereotypes. Student process and outcome objectives will be formulated by guidance personnel in each of the two school districts to help resolve sex bias in EBCE counseling, placement, and follow-up. The guidance component materials have been carefully developed and evaluated by RBS to help resolve sex bias in guidance counseling. In-service training will be provided for employers and community representatives to assure that students are provided with an adequate opportunity for participation in all occupational fields and that employers are aware of the need to eliminate counter-productive sex-role stereotypes.

Third-Party Evaluation -- Weber County School District, as the prime applicant, will employ Dr. Ivan Muse and C. Garn Coombs as the third-party evaluators for the project. The evaluation will concern itself with testing certain specified student outcomes stated in the project objectives, as well as the measurement of the program implementation and program elements.

The evaluators will develop such instruments as are necessary to monitor, analyze, evaluate, and notify the applicant of any deviation from the stated objective especially dealing with sex-fair guidance, counseling, placement, and follow-up services. Notice will be given to the project director by the third-party evaluator immediately, in writing, and in any case within five days of any diagnosed violation of the sex-fair objective. The project director will immediately take

whatever action is necessary to correct said violation and instigate procedures to see that discriminatory practices do not occur further.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Student process and outcome objectives will be formulated by guidance personnel in each of the two districts to help resolve sex bias in EBCE counseling, placement, and follow-up.

Safeguards With Respect to Work-Related Activities of Participating Students -- Students in the EBCE program will be covered by regular student accident and medical insurance. The students will have coverage both during school hours, while at employer sites, and while traveling to and from school and/or employer sites. Students will be rotated in jobs to guarantee career exposure and to prevent gainful activity.

IV. Unique Features

A cooperative effort between the Weber County School District and Morgan County School District will provide for training in rural, urban, and suburban school and community situations. This will not only meet the needs of students but will demonstrate a model for EBCE which may be replicated in most geographic locations in the State of Utah.

STATE AND PROJECT NUMBER:	Vermont 502A150003D
TITLE OF PROJECT:	Student Plans and Career Clusters
PROJECT DIRECTOR:	Pasquale DiLego Career Education Project Edmunds Junior High School Burlington, Vermont 05401
APPLICANT ORGANIZATION:	State Department of Education Montpelier, Vermont 05602
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$318,306
DURATION:	July 1, 1975 through June 30, 1978

Site Information:

Burlington, the largest city in the State, is located in northwestern Vermont on Lake Champlain. It has a population of some 40,000 persons. The community contains many nationalities, the greater number, other than English, being of French descent. Less than one percent of the population is classified as non-white. Neighborhoods are grouped by income with low income areas upgraded by urban renewal programs. Following a growth during the previous decade, the population has become stabilized.

Predominant influences upon the city are the location of five major colleges, an I.B.M. plant, a Medical Center, and a variety of businesses and industries. Economically, their cumulative effect is beneficial as many jobs are provided even though the college properties do not contribute to the tax base which the school system needs for support of public education.

There are ten elementary schools enrolling 3,557 pupils in grades kindergarten through six. Two junior high schools enroll 1,350 pupils in grades seven through twelve. This grading pattern provides for neighborhood schools at the elementary level and unification of programs, services, and facilities at the secondary level.

At the high school, students may select courses from a curriculum of college preparatory, business education, and vocational subjects. Based upon data obtained from the 1973-74 school year the following facts are presented:

Vermont

1. At the senior high school, an assessment of student feelings indicates that 55% feel "good" about school; 32% feel school is "OK"; and 14% feel school is "bad".

2. At the junior high schools, there were six dropouts.

3. At the senior high school, there were 92 dropouts which is 5.5% of that population. This is slightly higher than the state average of 4.5%.

4. At the senior high school, there are 99 professional staff members for a 16 to 1 teacher-pupil ratio. Per pupil operating cost are $1,170.

5. At the junior high school, there are 86 professional staff members for a 17 to 1 teacher-pupil ratio. Per pupil operating costs are also $1,170.

6. At both the junior and senior high schools, there are ten full time guidance counselors plus a director who provides a wide range of pupil personnel services.

7. At the senior high school, 36% of the graduates enroll in two and four year degree granting colleges and universities as well as schools of nursing, cosmetology, and other programs. It is interesting to note that during the past five years there has been an overall decrease in the number of graduates pursuing formal education beyond high school. However, most of the decrease has occurred in applications to four year collegiate institutions.

8. At the secondary school grade levels, there are 581 additional students attending area private schools.

9. At the senior high school, there are enrolled 128 "shared-time" pupils who attend the area vocational center.

The district actively participates in a variety of federally and state funded programs. They include:

1. Elementary-Secondary Education Act-Title I (Parts A, B, C) for Disadvantaged Youth, Title II for Library and Media Materials, and Title III for Innovation.

2. PL 89-313 for Special Education.

3. National Defense Education Act for Equipment.

4. Neighborhood Youth Corps.

5. Adult Basic Education.

6. Career Education.

7. ERIC Information System as a site center.

8. Alcohol and Drug Education.

9. School Feeding Programs.

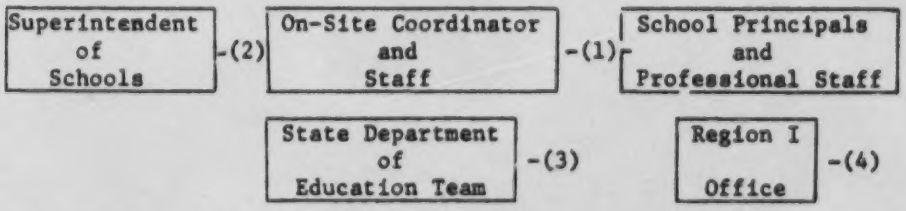
A purpose of including the afore mentioned information is to reinforce both the need for this project and the capability of the school district to successfully implement the key components of guidance services, career clusters, and articulation.

Description of the Program:

I. Administrative Structure

The governance of the project is planned to be democratic in nature with responsibilities shared between the Department of Education and the Burlington School System. As the success of this project primarily rests with the professional staff of the school system their involvement in the decision-making processes is considered to be a part of the system of governance.

The following diagram outlines the operational aspects of the project. These include daily operations, meeting project objectives, completing necessary reports, and solving problems. The latter has four key links which are:



1. The On-Site Coordinator and staff have prime responsibility for project implementation. They shall work directly with the principals and professional staff members.

2. The Superintendent of Schools shall be available to assist in the resolution of problems which cannot be resolved between the coordinator and principal(s).

3. The State Department's team consists of three persons. They are two consultants of Career Education and the Deputy Commissioner. They shall be available to assist the on-site coordinator, to resolve problems which extend beyond the Superintendent's office, and to provide additional resources and expertise to the project.

4. Region I Office personnel will be available on a consultative basis to assist on key matters which might affect the stated objectives of the project.

It is intended that communications shall be free-flowing and that decision-making shall be conducted at the appropriate level of operation.

II. Program Design

The purposes of the SPACC proposal are embedded in the historic development of Vermont's Career Education program. Starting in 1972, Department staff members have made over 150 presentations of the concepts and activities of Career Education to approximately 9,000 persons. This resulted in 21 school districts becoming engaged in projects funded by federal vocational exemplary or research money and state dollars. In addition, roughly one-third of 6,000 teachers and 108,000 pupils are now participating in Career Education activities. Most of the emphasis takes place at the elementary grade levels.

For its part, the Department has placed responsibility for Career Education programming with in a committee chaired by the Deputy Commissioner. Divisional directors and consultive personnel comprise committee membership. This group is responsible for formulating policy and giving direction to Career Education activities. These activities are coordinated with those of State's Career Education Advisory Committee for Exemplary Programs. One purpose of this arrangement is to assure that Career Education be given priority ranking by consultants and practitioners, with involvement and participation woven in all educational programs.

Following a lengthy selection process, the Burlington, Vermont School System was chosen to be the operational site for this proposal. Some of the factors used in the process were (1) leadership capability, (2) curriculum diversity, (3) relationships between the high school and the area vocational center, (4) varied population, (5) responsible guidance staff, (6) commitment to Career Education, (7) support of community, school board, administrative staff and faculty, and (8) sound fiscal practices. Obviously, the school district received high ratings on these other criteria to earn its designation as project site.

Vermont

The project, operating within Burlington, will implement and demonstrate a Career Education program on the secondary level. It will emphasize combining career clusters with student development plans. With this as a major purpose, it is intended:

A. To relate these preselected clusters (construction, consumer and homemaking related occupations, fine arts and humanities, transportation, and business and office practices) with curriculum materials and programs in the subject matter areas of the creative arts, English, mathematics, sciences, social studies, foreign languages, and appropriate vocational course and special education offerings.

B. To develop and implement student development plans. The techniques used by pupils, professional staff, and parents will be observed and recorded so that other school district personnel can replicate the process.

C. To develop and implement a Career Education model, components of which may be used by other school districts.

D. To disseminate information to Vermont's Career Education programs to encourage replication of activities.

To attain the major purpose, activities will be undertaken:

A. To reduce the potential for youth unemployment through the development of learning experiences which will encourage pupils to remain in school and will provide them with knowledge and skills to enhance career selection and employment opportunities.

B. To create birdges between school and earning a living through student development plans, each pupil's plan will be subject to annual review and revision, it will coordinate the pupil's school program with his/her career choices, motivation should be increased in class work, and related activities and understanding of the responsibilities needed for entry into the world of work should be developed.

C. To contribute to promoting cooperation between public education and manpower agencies, the Department of Education, which serves as prime contractor with the Office of Manpower Services for the Neighborhood Youth Corps and Manpower Training programs, will work to incorporate components of the SPACC proposal with those programs.

D. To broaden occupational aspirations and opportunties for youth, the project will involve them in learning activities, development plans, and job related experiences.

E. To provide services for youths with handicaps at the secondary level, the Burlington School System will broaden existing programs designed to meet the needs of pupils who have been identified as being afflicted with academic, socio-economic, or physical handicaps. The ninth grade has a self-contained program for thirty pupils who have economic, physical, emotional, and/or social disadvantages. In grades 7-12, forth special education pupils are in an ungraded Diversified Occupations program.

F. To relate the project purposes with priorities of vocational education by locating and/or developing activities which will assist pupils to acquire occupational understandings through a coordinated approach which utilizes subject matter areas with skills acquired in vocational courses. Each vocational center in Vermont, Burlington included, offers courses based upon community and pupil needs. Final decisions are made using recommendations of local Advisory and Craft Council Committees. These groups will be involved with the SPACC Project.

G. To utilize new approaches and tested innovations from recent research, the project has adopted materials developed at the University of Missouri in designing the Student Development Plan. Hopefully, the project will add to research findings through Student Development Plans, a student information system, and curricula articulation.

III. Program Components

The SPACC project contains three basic components. Each is an integral part of the stated purposes and when fully implemented will make significant contributions in Career Education for pupils, faculty, parents, and community groups.

The first component relates to guidance services. It consists of the involvement of the ten guidance counselors, grades 7 - 12, in the Burlington School System. Through training activities they will be responsible for the implementation of Student Development Plans.

The Student Development Plans provide a means for students to take an active role in the counseling function. Students have the opportunities provided through such procedures as teacher-advisor relationships, group counseling, parent-counselor-student relationships or any of these combinations.

Student in the sample population would have learning opportunities provided for self-awareness, value clarification, data and information acquisition, decision making, designing a course of action,

and reporting outcomes. Emphasis would be placed upon occupational development, preparation, and placement.

The Student Development Plans also can provide a means of determining areas for curriculum revision, student needs and in-service training programs. The plans provide a means of feedback for measuring accomplishments. In the areas of revision and improvement in the total school learning climate.

The Student Development Plans would be used to report progress to parents. These reports would be made twice during the school year. The reports would be a basis for plan revision through agreement reached among parent, student and counselor.

Periodic follow-up studies will be conducted to validate the effectiveness of Student Development Plans. The results of these studies will be analyzed and used to modify curriculum and guidance services, and to improve the techniques used in preparing the development plans.

The second component relates to occupational preparation through coordinated cluster programs. Of the fifteen United States Office of Education career clusters, a minimum of five will be selected for use within the project. They will include "construction", "consumer and homemaking related occupations", "fine arts and humanities", "transportation", and "business and office". Additonal clusters may be chosen based upon student needs as determined from their development plans and the recommendations of counselors, teachers, parents, and community groups. Those pre-selected clusters are consistent with on-going research and evaluation efforts as conducted by the Burlington guidance staff as well as with outcomes obtained from a three year Career Education exemplary project at the elementary grade level.

A related aspect of the second component will be to use previsouly developed curriculum materials. They will be selected from research efforts using U.S.O.E., ERIC, and other published sources. Adaptations will be made consistent with teaching-learning processes. New materials may be developed and implemented as expertise is gained and additional needs identified. Concurrently teachers will be planning and using one learning activity in each cluster. As each student progresses through his/her development plan, each teacher will be prepared to provide at least one activity which relates the teacher's subject matter area with the student's tentative career choice.

Vermont

The Burlington Scyool System maintains close links with its community through an elected Borad of School Commissioners, a vocational education advisory council, vocational craft councils, employers involved in student work study programs, and through agencies and institutions which provide field experiences and training for pupils in released time programs. These contacts will be involved in related cluster and articulation components of the project.

The third component relates to the process of articulation. The United States Office of Education in its rules and regulations calls for the articulation of the cluster programs with occupational awareness and exploration programs, in feeder schools at the elementary and junior high school levels and with secondary and post-secondary occupational and preparation programs.

In Vermont, the Department of Education:

A. Is responsible for eight funded Exemplary Career Education programs. These are funded from state and federal sources. One of the Department's responsibilities is to disseminate information to encourage replication of activities.

B. Is responsible for the approval of collegiate programs of teacher education. One new guideline to become effective July 1, 1975, will require colleges to provide prospective teachers with competencies in Career Education.

C. Is working closely with the University of Vermont's Department of Education and Social Services as its Career Education project in the Humanities area is implemented.

IV. Unique Features

Build upon the Career Awareness project currently underway in grades Kindergarten through six grade in the Burlington School System.

Use Student Development Plans to enable pupils to reach tentative career choices.

Articulate at the secondary school grade levels career clusters with programs offered in the high school and its vocational center. The proposal is designed to use the five designated clusters for the development of new curricula programs, the modification of existing programs, ccordination of techniques and materials with other exemplary school and university projects.

STATE AND PROJECT NUMBER:	Virginia 502AH60017
TITLE OF PROJECT:	Experience Based Career Education
PROJECT DIRECTOR:	J. Earle Phillips, Associate Superintendent for Instruction Prince William County Schools Box 389 Manassas, Virginia 22110
APPLICANT ORGANIZATION:	Prince William County Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$474,790
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The school district involved is the Prince William County Schools, Prince William County, Virginia. Two senior high schools within the school district are being used as learning sites: Woodbridge Senior High School and Stonewall Jackson Senior High School.

Prince William County is located in Northwestern Virginia, in close proximity to the nation's capitol, which has markedly influenced the rapid growth of the primary residential areas in the eastern and western quadrants of the county. It is bordered by Faifax, Loudoun, Fauquier and Stafford Counties and by the Potomac River. Land devoted to residential use comprises over 19% of the 345 square miles. Farming is still practiced in the area to the extent that 28% of the current land used is in farms with commercial and industrial land limited to less than 1% of the area.

The school system currently serves approximately 40,000 students in 31 elementary, 9 middle and 4 high schools. In addition, there are 3 separate special education facilities located throughout the county. Prince William is experiencing a continued growth of approximately 1,000 students each year. This growth pattern has produced complex housing problems which have reached critical dimensions at the senior high school level. In Virginia a unique partial solution to the student housing problem that has been taken is to institute a 45-15 year-round school program. At the present time two of the four high schools with 3,000-plus students are on a mandatory year-round program.

In meeting the objectives of this project recruitment of students will include but not be limited to:

A. Vocational-Career Education non-college bound applicants accounting for 60% of the student population.

B. Socioeconomically handicapped, school lunch program eligible, alternative education candidate applicants (approximately 11% of the student population). Approximately 200 students are involved in an alternative education program separate from the regular program within the county.

C. Special Education-handicapped program applicants--approximately 3,400 students have been identified as requiring special programs for handicapping conditions of all varieties including educational and physical handicaps. It is expected that approximately 1,000 other students yet to be identified are in need of such special attention.

D. Gifted/Talented alternative education candidate applicants--It is anticipated that approximately 1 to 3% of the student body population will fall into the definition of gifted or talented. A newly developed program for alternatives for gifted and talented children is being implemented in the county at the present time.

According to the statistics from the 1975-76 school year the student population of the Prince William County Schools was divided into the following ethnic areas: .34% American Indian, 6.54% Black American, .78% Asian American, .65% Spanish Surname Americans, and 91.49% all others.

In recruiting students for the project all of these classifications will be eligible for application and students are being selected on a random basis from the application list.

In the first year of operation the project will serve sixty students, in the second year 120 students, and in the third year 180 students.

Description of the Program:

I. Administrative Structure

The project director is also the Associate Superintendent for Instruction and reports to the Superintendent of the school district. Operating with the project director is the Director of Secondary Education, who is responsible for all instruction and administration at the county's five high schools, and the project coordinator who is the manager who acts as a focal point for the two sites within the county in implementation, evaluation and demonstrations of the EBCE program. In addition, the Vocational Education Specialist from the County staff works as part of the project director's staff and has the responsibility for liaison between the county's vocational programs, and in addition, works with the

Community Advisory Council. In addition, the project director's staff includes the Staff Development Specialist who has the responsibility for training of new staff members at the learning sites as well as dealing with staff development of current staff members within the school and the administrative personnel within the schools and at the central office level.

II. Program Design

Located in two learning resource sites in Prince William County, this project has been designed to adapt and implement the EBCE community experiences for career education utilizing six part-time, six full-time professional staff, four full-time and two part-time support staff as primary resources to the students during the operation. The same staffing ratio will be used during the second and third year of operation when the number of students will be increased.

The overall program purpose is to develop in students an increased sense of personal worth and self-confidence by integrating a student's knowledge about a variety of careers with the acquisition of cognitive, interpersonal and affective skills through participation in a series of planned school and community experiences with identified learning outcomes. The program objectives are:

1. To adopt and implement a learning program based on adult career activities in the community.

2. To adopt and implement a program based on experiential learning, actively involving students in the daily work of community life in such a way that sex role bias is substantially reduced.

3. To fully integrate the school curriculum with career exploration experiences.

4. To fully tailor the program to the needs and interests of the individual students identified for the program.

III. Program Components

The Experience-Based Career Education Program -- The project is an extensive undertaking, a demonstration of NIE's experience-based career education program using the Northwest Regional Educational Laboratory's model. The project embodies the significant elements indicated by the Office of Education as distinguishing characteristics for priority one:

1. It represents a comprehensive alternative to regular high school, offering courses which either fulfill or supplement all requirements for graduation;

2. It is experientially oriented in that students are permitted to perform non-paid work tasks as well as to observe adults in their work environment. It entails the opportunity for exposure to more than one community site, and requires learning more than one type of work related skill. The activities in the work place are organized to yield academic, career and interpersonal skills as well as occupational skills; and

3. It possesses an organizational structure made up of school and community representatives whose sole purpose is to render advisory, policy-making, or operational assistance to the program."

Elimination of Sex Bias and Sex-Role Stereotyping -- This program element is an important feature built into many of the program activities. The aboidance of sex-role stereotyping is particularly crucial in a program representing the economic community, one of the most effective contexts for reducing stereotyping.

There will be an Advisory Council which will suggest and review procedures for avoiding sex-role stereotyping in the program. These procedures will involve intervention at several key points. Staff training will involve sessions to enhance staff awareness of the problem and provide ways of avoiding role-stereotyping in program conduct. Learning resources will be selected and prepared with stereotype-free content as a goal; awareness sessions for community participants will be an important part of this effort. Counseling and guidance supplied in the creation of student learning plans is another place where stereotype avoidance can have maximum effect. Finally, student placement in particular learning activities and the experiences provided by those activities will be reviewed to assure that the reinforcement of stereotypes is not occurring.

Third-Party Evaluation -- The evaluation will be conducted by Research for Better Schools (RBS). RBS has had extensive experience in the evaluation of career education programs and is knowledgeable about the Experience-Based Career Education Model to be implemented. RBS will draw upon its own resources and the materials available from the Northwest Regional Educational Laboratory, the model developer, in performing the evaluation study.

The evaluation plan is designed to address both the processes and outcomes related to the program. The process component will be focused on documenting the organization and operation of program activities such that the features of actual implementation may be assessed, implementation problems may be identified for remediation on a continuing basis, and the accomplishment of process objectives may be evaluated.

The outcome component will be directed towards the evaluation of student effects in terms of stated outcome objectives. Process evaluation will be enabled through the design and implementation of an activity monitoring system. Outcome evaluation will be based on an experimental

design employing a pretest-posttest instrument package. The two evaluation components are highly interrelated with process results establishing the interpretative context for outcome findings.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- The project proposal and the project staff have made a commitment to initiate effective procedures during theorientation of the Advisory Council and during the in-service programs for the staff, especially, to identify men and women in nontraditional work roles who will work with younger men and women both in school and in the work place, particularly when students have an interest in a similar but nontraditional area. Through orientation and placement activities a new effort will be made for students to explore training opportunities without regard to traditional practices in vocational education and employment. A major in-service document providing resources to build into the overall in-service program will be the Northwest Regional Educational Laboratory technical assistance hints for (1) "Eliminating existing sex bias and sex-role stereotyping," and (2) "Emphasizing sex-fair guidance, counseling, placement, and followup."

The material includes a "talking paper" for planners and staff to help brainstorm program features that could be developed to implement the goals of sex-fair career education; criteria for assessing sexism in the products and programs of educational research and development; and annotated bibliography of a few basic references that provide general background information on the issues of sex bias and sex-role stereotyping in education and in employment; criteria for assessing stereotyping and bias in instructional materials; and guidelines for guidance counselors that help develop program objectives for staff awareness based on the publication "Freeing Men and Women to Explore New Careers."

Safeguards With Respect to Work-Related Activities of Participating Students -- A review of the school system's insurance program both by the agent of record and by an insurance consultant hired by the School Board indicates that the current insurance policies held by the school division cover any liabilities in the event that the student commits an act of omission or other error causing injury or material loss at the community site. Further, it was agreed that the school division's insurance covering students traveling to and from the school also will cover students traveling to and from learning sites. The only question raised by the insurance vendors concerns student medical insurance and the project will purchase on behalf of student participants appropriate group medical coverage to assure that all students are covered in this area.

IV. Unique Features

The project, as it is being implemented by Prince William County, contains several unique features. The first is that the project will be implemented in two different high schools and one of those high schools is on a

traditional September to June instructional calendar while the other high school is on a year-round schedule of 45 days in class and 15-day "vacation" on a July to June calendar. While no inference has been made on distinct outcomes between the two sites because of scheduling, the school system will be looking at the administrative differences between the two sites.

The second unique feature is a State mandated "Standards of Quality." These standards provide that each school system within the State must develop and implement an alternative career education program by 1980. For this reason the State of Virginia is looking closely at the model as it operates in Prince William County. Serious consideration will be given to this operation as the State model to meet the Standards of Quality.

Finally, the project is headed by the Associate Superintendent for Instruction which helps in creating a positive image about the career education program. At the same time administrative direction for the project is given by a project coordinator who serves as the administrative focal point for the two sites and as a liaison between the school system and the third party evaluator.

STATE AND PROJECT NUMBER:	Washington 502AH60110
TITLE OF PROJECT:	Bellevue's Experience-Based Career Education Program
PROJECT DIRECTOR:	James G. Schulz Bellevue Public Schools 310 - 102nd N.E. Bellevue, Washington 98004
APPLICANT ORGANIZATION:	Bellevue Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$417,450
DURATION:	January 15, 1977 through January 14, 1980

Site Information:

This project is located in Bellevue School District #405, Bellevue, Washington. It will involve students in Bellevue High School and in Interlake High School. Both of these schools enroll students in grades 10-12. Bellevue, with a population of 68,000, is the fourth largest city in the State of Washington. As a suburb of Seattle it has been regarded as primarily a residential community for professional people. In recent years there has been some change, but as late as 1970 approximately 70% of Bellevue's working population fell into the white-collar category. A decline in the residential growth rate has been accompanied by an increase in the growth rate for the business and industrial sector. The city now contains several major office buildings, distribution centers, and shopping centers. According to the latest census, less than 5% of the total population falls in the category of racial minorities. The student population is at about the same ratio and the EBCE student enrollment is expected to be approximately the same. In the fall of 1977 the project will enroll 25 students in each of the two schools. This enrollment is expected to increase to 50 students per building for the second year of operation and 75 student per building for the third year.

Description of the Program:

I. Administrative Structure

The project director also has a part-time responsibility as Career Education Consultant and reports to the district's Director of Vocational Education. The Director of Instructional Support Services Division is the immediate supervisor of the Vocational Director.

The principals of the two buildings are responsible for the day to day operation of facilities, supervision of teachers and control of students. Overall coordination of the project is the responsibility of the project

director. He will assist in the implementation, evaluation, and demonstration of the EBCE Program. His duties also include preparation of reports, coordination of third-party evaluation, and development of communications related to the program.

II. Program Design

This program is designed to demonstrate how strategies, methods, and techniques developed for an experience-based career education pilot project can be adapted for use with in-school occupational clusters. During the first year of operation effort will be made to adapt Northwest Regional Educational Laboratory's materials and strategies to an in-school model of EBCE. At the same time project staff will be developing occupational cluster descriptions as well as identifying in-school and community resources which will aid students in the exploration of selected occupational clusters. In the second year there will be a greater emphasis on student involvement with an expected increased enrollment. Development of cluster packages will continue through identification of resources for additional clusters. The emphasis in the third and final year of the project will be on operation of an in-school EBCE Program, refining identified areas of concern and disseminating project results. Throughout the project the staff will work on such concerns as:

- coordination with on-going vocational programs.
- evaluation of the project.
- continuation of EBCE after the three-year funding period.
- student safeguards including insurance and child labor laws.

III. Program Components

The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program -- The USOE occupational clustering system will be used as a framework for grouping occupations. Brief cluster descriptions and a limited number of community sites for each cluster will be established the first year. Complete cluster packages for at least three clusters will be developed each year. Each package will include a cluster description, a list of related occupations found in the local area, a list of common skills and knowledges, a list of applicable in-school courses, and a cross-reference system so experience site availability can be easily determined. Currently the school district operates vocational education programs which are closely related to eight of the USOE clusters. The teachers in these programs will be consulted on all matters where EBCE will impact the programs. Specifically their assistance will be sought in preparation of cluster descriptions, establishment of experience sites, visitation of EBCE students to vocational programs, and selection of appropriate vocational courses for EBCE students wishing to enter the training programs available.

Washington

Elimination of Sex Bias and Sex-Role Stereotyping--Throughout the project a variety of methods will be used to promote sex fairness. In the early stages of the project a comprehensive plan will be formulated and is expected to include:

- a series of workshops for all participants.
- a system for screening all materials used.
- techniques for helping students explore nontraditional work roles.
- utilization of information and support from local, State, and national resources concerned about sex-role stereotyping.

Third-Party Evaluation--The Bureau of School Services and Research at the University of Washington is the evaluator. Their plan is based on a review of project objectives, development of data gathering instruments, evaluation of student outcomes, and evaluation of the management of the project. Strategies and instruments which have been developed by the EBCE pilot programs will be used as much as possible.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--An active effort will be made to help students explore and consider nontraditional work roles. In order for this to be meaningful the staff members must support students in the process and decisions.

Workshops will be planned and held to help all project participants understand personal biases and ways to counteract them. A special effort will be made to gain the support of community resource people in accomplishing this goal.

Safeguards With Respect to Work-Related Activities of Participating Students--Appropriate insurance will be purchased to satisfy liability for each EBCE student while traveling to experience sites, engaging in activities at sites, and returning to the school.

Student participation and length of exploration at each site will be closely monitored and controlled to assure that they do not develop an employee-employer relationship as defined by pertinent Department of Labor and Industries regulations.

Prior to enrollment in the program each student will be required to submit written parental approval for participation in the program and authorization for collection of descriptive evaluation data.

Washington

IV. Unique Feature

In this project, EBCE will be integrated with the existing high school program. English and social studies teachers will assist in the establishment and evaluation of learning plans which involve granting of elective credits in those two disciplines.

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STATE AND PROJECT NUMBER:	Washington 502AH60086
TITLE OF PROJECT:	Highline's Vocational Exploratory and Preparatory Program
PROJECT DIRECTOR:	Dr. Ben Yormark Director of Career Development Highline Public Schools Seattle, Washington 98166
APPLICANT ORGANIZATION:	Highline Public Schools
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$417,000
DURATION:	September 7, 1976 through September 6, 1979

Site Information:

The Highline Public Schools, District 401, is a major suburban district directly south of the City of Seattle, Washington. The district experienced rapid growth during the fifties and sixties, expanding from a student population of less than 9,000 in 1950 to nearly 32,000 in 1970. Due to increased commercialization within the area and a general declining birthrate, the student population has now declined to 21,300 and is expected to level out at about 18,000 by 1980. The district operates five high schools. Two of these schools, Evergreen High School and Tyee High School will be used to pilot the Community-Based Career Exploration program (CBCE).

The economic base of the residents of the Highline District ranges from lower-upper class homes in distinct areas to a large area of lower-class homes on the northern perimeter of the district. Approximately 20% of the students in the schools come from homes which meet the poverty criteria as outlined by the Office of Economic Opportunity. The vast preponderance of remaining students come from either blue-collar or middle-class and professional homes. Although minority students do not constitute a large percentage of total enrollment, the total number of minority students has grown about three percent during the last three years. Figures for the 1975-76 school year include: American Indian, 596; Negro, 238; Asian, 374; Spanish Surnamed, 470.

The major economic activity within the district's geographic boundaries include four retail commercial centers and a large hotel-restaurant business section adjoining the Sea-Tac International Airport which is operated by the Port of Seattle and is a major economic activity in itself. A large regional shopping center and business complex is located

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directly east of the district and within fifteen minutes driving time of almost any point within the district. In addition, the highly industrialized south end of Seattle, including Boeing Company and two major shipyards, is only twenty minutes away from the heart of the district. Downtown proper is about thirty minutes driving time away.

Enrollment in the program during the first half year of operation (second half of the 1976-77 school year) will be approximately forty-five students with approximately one half at each of the two high schools involved. Future enrollment is expected to climb to over 100 the second year and 200 the third year. Expansion of the program may include the involvement of one or more of the remaining three high schools in the district.

Evergreen High School: Evergreen High School, with a student enrollment of 1,300 students, in grades 10-12, has the largest identified minority in a single high school. There are approximately thirty-five students with a Spanish-speaking heritage, and though this is a relatively small number, the CBCE project design includes a specific effort to involve these students in the program. In addition, the preponderance of lower income homes in the district (20% of the students in the district meet the poverty criteria as outlined by the Office of Economic Opportunity) are located in the Evergreen service area. On the other hand, the service area also includes a residential section which is among the highest appraised property in the district. The Evergreen service area is adjacent to the Seattle City limits and relatively close to the industrial section as well as several small suburban business areas.

Tyee High School: Tyee High School, with a student enrollment of 830 students, in grades 10-12, does not include any significant number of minority groups. However, an inter-district program for the hearing impaired is housed in this school with a current enrollment of seven students and the CBCE project design includes a specific effort to involve these students in the program. The residential areas of the Tyee service area reflect a lower middle class economic environment. The Tyee service area includes the Seattle-Tacoma airport terminal and an accompanying hotel-motel complex. In addition, the school itself is very accessible to a large retail and wholesale distribution center, which is about a ten minute drive away.

Description of the Program:

I. Administrative Structure

The Highline District's Director of Career Development will act as project director, devoting approximately twenty percent of his time to this responsibility. As such he will be responsible for the satisfactory planning and completion of the project. While not involved in the daily conduct of the project, he will provide general guidance, fiscal supervision and conduct liaison with other district staff at the director's level. A full-time assistant director will be responsible for the

day-to-day operations of the project in accordance with the plans outlined in the project proposal and/or the decisions made by the project director; in addition he shall be responsible for the preparation of all project reports and the procurement of supplies and materials. Two Community Relations Specialists will report directly to the assistant director. Two Learning Managers will work with the assistant director in a staff relationship regarding the development and implementation of EBCE concepts and materials but will be directly responsible to their building principals. The assistant director will work with building principals in a staff relationship.

II. Program Design

This project is designed to adopt/adapt selected EBCE components and implement them in a regular high school setting for the purpose of:

A. Establishing education-work linkages which will provide students experience-based learning opportunities and in turn contributing a solution to the problem of closing the gap between vocational education and the world of work.

B. Developing and implementing a logical sequence of vocational orientation, exploration, and preparatory experiences which will close the gap which paradoxically exists between vocational guidance and vocational education.

C. Improving the process by which students elect to become involved in vocational training programs and in turn having a positive impact on the placement rate for vocational education programs.

D. Improving the capacity of the vocational guidance and vocational education programs to meet each student's exploratory and preparatory needs.

To accomplish these purposes, the project will establish pilot programs in two high schools, designed to allow any student to enroll in a two or three-hour elective EBCE program. Over the course of the project's three years, these pilot programs will be revised, refined and expanded. The ultimate objective of the project will be the development of an elective EBCE program which can operate within a regular high school setting at a per-pupil cost comparable to other class offerings.

III. Program Components

<u>The Use of Experience-Based Learning Activities in Conjunction With an In-School Occupational Cluster Program</u> -- The Career Development component of the Northwest Regional Education Laboratory's model will be adapted to a two-three hour elective program. Though students may enroll in this program for more than one semester, it is expected that most students will elect the course for only one semester.

Students will be spending upwards of 50% of their time at community-based sites at one or both of two learning levels. (1) Career Orientations will involve from five to ten hours of time at a community site, with primary emphasis on the student making an analysis of the job and comparing it to his/her own interests and abilities. (2) Career Explorations can involve up to thirty hours of time at a community site with opportunities for the student to become involved in hands-on or simulated activities for exploratory purposes. As students begin to make tentative choices they will also have the opportunity to include secondary or post-secondary training programs in their Career Orientations and Career Explorations.

Elimination of Sex Bias and Sex-Role Stereotyping -- Project staff will participate in a one-day workshop presented by a Human Equality Acceptance Training team developed with the district, with the major emphasis on ways of detecting and eliminating sex bias in educational programs. In addition, staff will take the following steps: (1) Materials will be selected on the basis of newly adopted guidelines developed by the district in compliance with recently passed legislation in the State of Washington as well as Title IX; (2) Learning activities designed to broaden students' awareness of sex-stereotyping will be incorporated into the program, including encouraging students to explore jobs traditionally sex-stereotyped; (3) Community sites will be recruited which include non-stereotyped models, and students will be placed in sites and/or encouraged to visit sites regardless of their sex. In addition to the above procedures, at Tyee High School special efforts will be made to recruit students into the program for the express purpose of exploring nontraditional roles.

Third-Party Evaluation -- The Bureau of School Services and Research of the University of Washington will be the third-party evaluator for this project. The evaluation will emphasize student outcomes but will also provide for the monitoring of procedural objectives. A three-year strategy includes: (1) Year one - refinement of objectives and initial instrument selection/development followed by field testing; (2) Year two - refinement of instruments based on the first year's experience and expanded evaluation measurement of student outcomes; (3) Year three - full scale evaluation of participating students. In the development and implementation of this evaluation the third-party evaluator will consult with staff of the Northwest Regional Educational Laboratory.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services -- Guidance, placement, and follow-up activities developed for the program will include steps designed to: (1) help students recognize and break through their own sex-role biases which are imposing unneeded limits on themselves; (2) encourage students to explore nontraditional career possibilities; and (3) insure that student achievement and progress is reported in stereotype-free terms. Student outcome objectives included in the third-party evaluation shall reflect the project's concern in these areas.

Safeguards With Respect to Work-Related Activities of Participating Students--Students in the program will be insured by an accident policy which shall cover them while at community sites as well as while in transportation to and from these sites. In addition, procedures will be established to assure that any student traveling to a community site by private transportation will be covered by a policy on the vehicle which meets legislated State minimum requirements. Before visiting a community site, students will be made aware of the safety problems associated with that site. Project staff will establish communications with the local office of the Washington State Department of Labor and Industry to assure that operating procedures are in compliance with State laws.

IV. Unique Features

This project includes several unique features: (1) A specific effort is being made to serve the needs of hearing impaired students. (2) A group of students who wish to explore specifically nontraditional roles is being recruited. (3) A specific effort is being made to recruit students who have a Spanish speaking heritage. (4) A deliberate effort is being made to include secondary and postsecondary vocational programs in the student's exploratory experience. Project staff believe this latter feature is particularly important as many students may select an occupation on the basis of community-based explorations and still have little awareness of exactly what will be required of them in terms of training.

STATE AND PROJECT NUMBER:	West Virginia 502AH60119
TITLE OF PROJECT:	Experience-Based Career Education
PROJECT DIRECTOR:	David H. Groves Division of Vocational, Technical and Adult Education Cabell County Public Schools 2800 Fifth Avenue Huntington, West Virginia 25702
APPLICANT ORGANIZATION:	Cabell County Public Schools 620 20th Street Huntington, West Virginia 25701
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$382,338
DURATION:	October 1, 1976 through September 30, 1979

Site Information:

The EBCE Program will be in the four Cabell County Public High Schools: Huntington High School; Huntington East High School; Barboursville High School; and Milton High School. Each high school will have twenty tenth grade EBCE students.

Huntington: (Population of 74,315) Located in the southwestern section of the State, Huntington lies in an area with the Ohio River along the length of the city. It is a busy river terminal and serves as a transshipping point for millions of tons of coal mined annually from the great bituminous fileds to the south and southeast. The city has a well developed park system--well over 1,000 acres offerings sports, swimming, picnicking and a bike trail. The Greater Huntington Area Chamber of Commerce is composed of more than 1200 business men and women whose interests and tasks in the organization are to make Huntington a better city for the future.

Huntington High School serves grades 10-12 with the total student population of 1325. The twenty EBCE students enrolled at Huntington High School will represent a cross section of the population. Huntington East High School, with 1188 students, is located at the east end of Huntington to serve students in the Altizer and Guyandotte areas. Huntington East is located in an area that is dominated by industries and business. It is also located several blocks from Marshall University. The twenty students who will be enrolled in the EBCE Program at Huntington East High School will be representative of that school's population, which is a mixture of urban and suburban students.

West Virginia

Milton: The school enrollment for Milton High School is 591. Common student characteristics are below average family incomes, suburban and rural home situations, and an absence of non-white students. Located in the rural or farming area of Cabell County, Milton's main businesses consist of glass-making, a small shoe factory, and a district conservation office. Twenty students from Milton will take part in the EBCE Program.

Barboursville: Barboursville is located approximately seven miles from Huntington and is a small town with a township form of government. The population of Barboursville is 2,378. The city of Barboursville has three industries which serve the bulk of the town--Barboursville State Hospital, Chesapeake and Ohio Railway Co. Repair and Reclamation Depot, and Sturm Machine Co., Inc. Barboursville High School serves 1278 students in grades 10-12, with a large percentage of students from suburban residental areas. The EBCE Program will have an enrollment of twenty students.

Description of the Program:

1. Administrative Structure

The project director reports directly to the County Superintendent of Schools. He also serves as a liaison between Cabell County Schools and the State Bureau of Vocational, Technical and Adult Education. Each school will have one Learning Coordinator. The day-to-day operations of the county EBCE program will be the responsibility of a project coordinator, under the immediate direction of the project director.

II. Program Design

The Appalachia Educational Laboratory has developed the model to be used by Cabell County. It will be implemented each year with only one modification; that is, the students selected will be 10th graders rather than juniors or seniors. Cabell County school officials determined that as a 10th grade career exploration program the EBCE concept would provide a better foundation for students to make final decisions for career preparation during their remaining years in high school. Objectives focus on experiential learning in the community, individualized instruction and learning, and integrated learning of academic, career, and life role skills to bridge the gap between school and work.

Each of the four participating high schools will have a learning center, where the students can work on the academic component and prepare for further exploration experiences with the Learning Coordinator.

III. Program Components

The Experience-Based Career Education Program--The basic instructional processes and materials to be used in the program are those developed by A.E.L.

for the EBCE Program. All of the student's learning activities will be primarily directed by his or her Learning Coordinator. However, each student's learning activities will be planned, conducted, and evaluated with assistance from work site resource persons, parents, the school counselor, or other community personnel as deemed necessary by the student and the Learning Coordinator. Each student will plan and carry out a sequence of learning activities which meet his or her personal needs and interests and meet the requirements for at least five credits toward graduation. Evaluation procedures and point allowance for credits will be used as developed by A.E.L.

The EBCE "Student Activity Sheet" will be the basic planning instrument for student learning activities. Whenever possible, each learning activity will be planned to:

1. Use combined personnel resources.

2. Use the work site as the primary source of learning with supplemental assistance from the learning center, school counselor, parents, school and public libraries, and other community resources.

3. Provide for interdisciplinary learning, i.e., combine learning skills and knowledges in one or more specified academic courses with learning career education skills and knowledges in single learning activities.

4. Integrate the learning of career decision-making skills, basic academic skills, job-related skills, and life-role skills into single learning activities.

At the conclusion of the three year funding the County Board of Education will evaluate the program and then implement an alternative program for each high school.

Elimination of Sex Bias and Sex-Role Stereotyping--All experience sites are developed as places for all students, not limited to boys or girls. All sites are available to both male and female. Sites developed include nontraditional careers in terms of male-female stereotyping. All activities of EBCE will be available to all students regardless of race or sex. The complete elimination of sex bias and sex-role stereotyping in occupations is a worthy goal espoused by many people in education and in business and industry. Much progress has been made but complete elimination may be a slow process. The proposed project will make every possible effort to influence progress toward this goal and will attempt to eliminate sex bias in the project activities.

West Virginia

Elimination of sex bias in the EBCE Program will be accomplished by:

1. Identifying at least 12 work experience site with women and men in nontraditional work roles for their sex and making these sites available for student use.

2. Placing students in work experience sites which are commensurate with their needs, abilities, and interests regardless of sex.

3. Promoting sex-fair guidance through student interaction with material and personnel resources.

Third-Party Evaluation--Evaluation by non-project personnel will be performed under contract by Associated Educational Consultants, the third party evaluator. A control group will be selected by random sample and be made up of 22 tenth graders from each of the four high schools. Twenty-two students are to be selected so that at least 20 students will be available for both pre and post testing. Validated instruments will be used in the testing.

The project staff will evaluate program activities and student progress on a continuous basis. This eill entail keeping accurate and comprehensive records and coordinating student activity evaluation by the student, work site resource person, parents, and other resource personnel. These evaluations and records will be available to the third-party evaluator as he deems appropriate.

Sex-Fair Guidance, Counseling, Placement, and Follow-up Services--Sex-Fair guidance will be promoted in all program activities. It is hoped that each student can be made to feel free to choose any occupation, and educational programs in preparation for that occupation, in which they have the abilities and desire to participate. The Learning Coordinators, school counselors, and work site resource persons will be instructed and advised to work with each student as an individual and encourage students to explore nontraditional occupations for their sex if the students desire. Materials will be used which meet standards of sex-fair guidance whenever possible. All materials used for instruction, student assessment, and student evaluation will be interpreted by program personnel in terms of sex-fair guidance concepts.

Safeguards With Respect to Work-Related Activities of Participating Students-- Students will be covered by medical and accident insurance through the Staats-McIntosh Agency, Huntington, West Virginia. It includes coverage for death, dismemberment, and medical payments. The safety of students in the program will be highly guarded, particularly in relation to transportation and work site participation. Students will use school bus and public bus transportation whenever possible. Money is included

in the budget for public transportation. Other forms of transportation will be approved by the Learning Coordinator on an individual basis. Students will only be placed at work sites which adhere to the standards of the Occupational Health and Safety Administration (OSHA). Although the students will not be paid and only have a training relationship with the employer, they will be placed at experience sites with all due respect to the Child Labor Laws of the Fair Labor Standards Act.

IV. Unique Features

While adopting the A.E.L. EBCE Model, Cabell County will enroll only 10th grade students--and not junior and seniors as A.E.L. has done in the past. The focus on the 10th grade is based on the opportunity for students to return for their final two years of high school with the following four options:

1. Enroll in a college preparatory curriculum.
2. Pursue a vocational preparatory program.
3. Select a vocational cooperative education program.
4. Remain undecided as to a career goal and take general education classes.

STATE AND PROJECT NUMBER:	Wisconsin 502AH60042
TITLE OF PROJECT:	Demonstration of NIE's Experience-Based Career Education Program
PROJECT DIRECTOR:	Roland R. Nelson 161 East First Street Fond du Lac, WI 54935
APPLICANT ORGANIZATION:	Fond du Lac School District 72 South Portland Street Fond du Lac, WI 54935
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$493,363
DURATION:	September 1976 through September 1979

Site Information:

The Fond du Lac School District is a K-12 district enrolling in excess of 7,800 students during the 1975-76 school year; 3,764 students attend ten elementary schools, 1,986 go to the district's three junior high schools, and 2,075 are enrolled at the one public senior high school. The district encompasses all of the City of Fond du Lac, and parts of five rural townships; the city's population is slightly more than 36,000 and nearly 90,000 persons reside in Fond du Lac County. The city ranks as the fifteenth largest in the State of Wisconsin, and boasts of 125 industrial firms, three major shopping centers, a daily newspaper with 25,000 circu circulation, two radio stations, reception of three television channels from Green Bay and four channels from Milwaukee, three banks, three savings and loan association, a 330-bed hospital, a 150-bed mental health center, ten nursing homes, 32 churchs, 17 hotels and motels, a four-year college, a two-year college, a vocational-technical institute, an airport, and a public library with 2,572,899 volumes. The city is governed by a council-manager form of government.

The Fond du Lac EBCE program will draw its students primarily from Goodrich Senior High School, the single public high school serving the city. The EBCE option has also been offered to the city's two parochial high schools, Winnebago Lutheran Academy and St. Mary Springs Catholic High School. The EBCE program is designed to reach students from the complete range of academic ability and achievement. Thus the EBCE student population will be representative of the same normal range of intelligence, academic achievement, reading ability, socioeconomic status, ethnic origin, male/female balance, dependability, motivation, and career aspirations as can be found to exist in the entire junior and senior classes at Goodrich Senior High School.

Wisconsin

Description of the Program:

I. Administrative Structure

The Fond du Lac EBCE program will be operated as a total and comprehensive educational alternative within the structure of the Fond du Lac School District and Goodrich Senior High School. This arrangement is sometimes referred to as a "school-within-a-school". The Board of Education will govern the EBCE program through its administrative staff. The project director receives the necessary authority to manage the EBCE program from the high school principal, who in turn is responsible to the superintendent of schools. A community advisory council representing those participating in the project (students/staff/business/industry/labor/parents/general public) will be formed to assist the management team in making program decisions. The Fond du Lac Board of Education has authorized the high school principal to administer the Carnegie credit determination policies for the district, and the principal will allow EBCE students to earn as many credits toward graduation as would be possible during the course of the regular academic year.

The EBCE model being implemented will be a hi-fidelity demonstration of Appalachia Educational Laboratory's initial EBCE program, and will consist of a program director, three learning coordinators, one experience site analyst/placement coordinator, and two support staff. The program will target to serve 60 students its first semester of operation.

II. Program Design

Experience-Based Career Education represents a comprehensive alternative to regular high school, offering individualized and personalized academic and vocational education experiences which earn high school credits that satisfy requirements for graduation. EBCE places a heavy emphasis on first-hand experiences in places where people are employed to produce goods and services for consumption locally and elsewhere. EBCE students are permitted to perform non-paid work tasks as well as to observe adults in their work environment. The activities in the work place are organized jointly by the student and a learning coordinator to yield academic credit, career, interpersonal, and occupational skills. A variety of work-sites and work-related skills extend the opportunities for EBCE students to find out what they are and are not interested in considering as a possible career choice.

This EBCE Project addresses the following six major goals and objectives:

1. It posesses the potential for reducing the current high levels of youth unemployment.

2. It possesses a means of creating a bridge between the educational world and world of work.

3. It possesses the capability for promoting cooperation between public education and job service agencies.

4. It includes an emphasis on broadening vocational opportunities and services for young persons who have academic, socioeconomic, and other handicaps.

5. It applies proven results of vocational education research and experimentation in public settings and operations.

6. It provides for the participation of students enrolled in non-profit private schools.

III. Program Components

The Experience-Based Career Education Program--Instead of sitting in classrooms as they would do if they remained in the regular high school program at Goodrich High School, EBCE students (1) look over the many different work-experience sites available in the Fond du Lac community, (2) assess their own values/interests/aptitudes, (3) choose the places and the jobs they want to know more about, and (4) spend one to 13 weeks at the job sites that they have selected. Although EBCE students spend 70-80 percent of their time at job sites in the community, they simultaneously complete their academic activities and receive the same credits that they would have received had they remained in the traditional high school programs. In EBCE, the students not only deal with the academic disciplines of English/social studies/science/mathematics, but they also see these basic concepts, values, and skills applied in the real world where the community's business is conducted (the places where goods and services are produced and exchanged).

The first year of the three-year Part D award will focus on initial implementation of the EBCE program. Year two will continue with delivery to students, but regional demonstration activities will also ensue. The third year, the Fond du Lac site will serve as a regional training center for adopting systems, as well as continuing to operate with students.

Elimination of Sex Bias and Sex-Role Stereotyping--The Fond du Lac school system is strongly committed to helping eliminate the impact of sex bias and sex-role stereotyping as an influencing factor in the lives and career choices of its students. Hence, the Fond du Lac EBCE program has developed an extensive plan of action, highlights of which include:

1. The involvement of the school district's Title IX coordinator and the co-directors of the district's media program in the review of project materials to determine the extent of sex bias and/or sex-role stereotyping, and to recommend steps leading to their elimination wherever they are found to exist.

2. The representative of the Fond du Lac Chapter of N.O.W. helping the school district in an advisory capacity during the life of the EBC project by reviewing curriculum and instructional materials, including evaluation instruments which have been identified and selected for use in the project.

3. The scheduling of staff workshops and in-service sessions devoted to the topics of awareness of and elimination of any sex bias feelings of their own.

4. The screening of community-experience sites by the project staff for potential sex-role stereotyping and sex bias practices and appropriate action to either correct the situation or "drop" use of the offending site(s).

5. The identification of individuals occupying nontraditional work roles to serve as resource persons/counselors for the EBCE students.

Third-Party Evaluation--A comprehensive evaluation of Fond du Lac's EBCE program will be conducted by third-party evaluators with input from AEL's evaluation component as well. An experimental design utilizing two groups of students will be involved in the evaluation of Fond du Lac's EBCE program. Approximately 120 juniors and seniors from Goodrich High School will be recruited as potential EBCE candidates. Of this number, approximately 60 will be selected for matriculation into the program. The remaining students will be treated as the project's control group.

A variety of evaluation instruments will be administered to both groups in a pre and post fashion in order to test the EBCE student outcome objectives. Additionally, community participants and parents will be sampled to test attitudes. More extensive evaluation activities will be planned for year two and year three of the project.

Sex-Fair Guidance, Counseling, Placement, and Follow-Up Services--The Fond du Lac School District has already made known its commitment to the spirit and the letter of Title IX of the Educational Amendments of 1972 by the publishing an affirmative action policy statement, which was used as the basis for staff selection, and is applied to all cooperating experience sites. Further safeguards ensure that:

1. Aptitude or psychological tests which have separate scoring keys or separate interpretive tables for boys and girls will not be used by district or project staff.

2. Counselors, teachers, and administrators will be cautioned not to advise students to make career decisions based on their sex. All students will assess experience sites by means of the U.S. Department of Labor's Worker Trait Group Classification system, which is non-sex discriminatory.

3. The project's learning coordinators will devote four hours per month to reading and discussing materials dealing with elimination of sex bias and sex-role stereotyping.

4. Individual and group counseling sessions will be devoted to sex bias and sex-role stereotyping issues and concerns, including training in assertiveness.

5. Measurable student outcome objectives dealing with sex-fair guidance and counseling with regard to career decision-making have been developed for EBCE students.

Regarding placement and follow-up services, placement of students leaving Fond du Lac's Goodrich Senior High School, whether by graduation or droping out, is the function of an existing cooperative arrangement between the high school and the local job service office in the State's Employment Security Division in the Wisconsin Department of Industry, Labor and Human Relations (DILHR). EBCE students will also be served by Goodrich High School's job placement office. New arrangements have been developed as a result of EBCE to see liaisons established with personnel in local officers responsible for administering the Comprehensive Employment and Training Act (CETA), the Work Incentive Program (WIN), and the Youth Work Experience (YWE) program. A goal of the EBCE program will be the successful placement of all students who leave after spending a minimum of one semester in it; however, this may prove to be unobtainable.

Safeguards With Respect To Work-Related Activities of Participating Students--Safeguards with respect to work related activities of participating students have been made by providing three types of insurance coverage essential for the operation of an EBCE program:

1. Student accident insurance which covers medical and hospitalization expenses for injuries which may occur during the time that the students are involved in the EBCE program.

2. General liability protection for participating employers and their employees which insures them against all risks, liabilities, claims, or demands for personal injury or property damage during the time that EBCE students are on their premises.

3. Legal liability coverage and loss reimbursement (also known as errors and omissions insurance) protection for project staff and any volunteer workers involved with the EBCE program.

In addition, all project activities will be designed and operated in full recognition of the intent of the child labor provisions of the Fair Labor Standards Act, including the avoidance of hazardous occupations, limits on the hours of participation, and any other provisions designed to promote the safety and well-being of the young people.

The project staff also checks with the contact person at each community experience-site to ascertain that each site meets the provisions of the Occupational Safety and Health Act (OSHA) with respect to the work-spaces and the working conditions to which EBCE students will be exposed. Sites which have OSHA violations pending against them will not be used for student assignments until such violations have been corrected.

To insure student safety at the job sites, the project will purchase and provide any special safety or health gear required for student performance at an employer site; such gear might include goggles, hard hats, work aprons, hearing protectors, dust masks, etc. Further, a copy of Fond du Lac's EBCE proposal is on file with the area director of the Wage and Hour Division of the U.S. Department of Labor at the Federal Building in Milwaukee, Wisconsin.

IV. Unique Features

As the intent of the Fond du Lac EBCE program is to replicate a priority one, hi fidelity implementation of the AEL/EBCE program model, there are no unique program features at this time other than those reflecting the local configuration of the greater Fond du Lac area.

STATE AND PROJECT NUMBER:	Wyoming 502AH60063
TITLE OF PROJECT:	Planning for Change Through Career Education
PROJECT DIRECTOR:	Dr. Michael J. Elliott Career Education Coordinator Wyoming State Department of Education, Instructional Service Division Hathaway Building Cheyenne, WY 82002
APPLICANT ORGANIZATION:	Wyoming State Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$309,415
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

The four school districts involved are Laramie County School District #1 (Cheyenne), Albany County School District #1 (Laramie), Lander Valley School District (Lander), and Converse County School District #2 (Glenrock).

Cheyenne: This program, through its Alternative High School, will serve two public high schools and one parochial school. The first year of the program will serve 15 students who represent a cross-section (1/3 special, 1/3 general, and 1/3 gifted and talented) of school population characteristics. Cheyenne is the State capital. It has a population of 49,975 and a governmentally and industrially based economy surrounded by ranching and farming land. Along with the local school district, Cheyenne has a community college campus serving the population.

Laramie: The learning center is housed within the high school facilities. The program will have 16 students who represent a cross-section (1/3 special, 1/3 general, and 1/3 gifted and talented) of school population characteristics. Laramie is the home of the University of Wyoming and has a population of 24,600. Laramie is largely a university town surrounded by farming and ranching communities which make up its economy base.

Lander: The learning center is housed at the high school. The program will serve 8 to 10 students who represent a cross-section (1/3 special, 1/3 general, and 1/3 gifted and talented) of school population characteristics including American Indian. Lander is the home of the One-Shot Antelope Hunt

and has a population of 8,100. Lander has a diverse economy base made up largely of agriculture, mining, and retail trade along with medical service and governmental services.

Glenrock: The learning center is housed at the high school. The program will serve 10 to 15 student who will represent a cross-section (1/3 special, 1/3 general, 1/3 gifted and talented) of the student population characteristics. Glenrock has a population of 2,500 and has an industrially based economy surrounded by ranching areas. Glenrock is presently an industrial impact community, a result of rapid population and economic growth.

Description of the Program:

1. Administrative Structure

Each project site has at least a full-time program manager. The project is advised by two outside elements -- the State Steering Committee for Career Education and the State Advisory Council for Career Education. An independent third-party evaluator, Dr. Ken Spooner, will be responsible for the evaluation of the project. State consultants will also provide liaison between the project director and local implementation sites.

The project manager is responsible for providing overall coordination and for providing technical assistance for program planning, implementation, evaluation, and demonstration of the EBCE Project.

II. Program Design

This project is designed and structured to plan, implement, evaluate, and diffuse, in a cooperative venture with four Wyoming school districts, the University of Wyoming College of Education, Project WINS (Wyoming Innovative Network Schools), and the Wyoming State Department of Education, a comprehensive EBCE curricular model. It is the purpose of this project to provide the four school districts with the means, resources, and processes for effective incremental improvement of their ongoing career education efforts with the adoption/adaption of Northwest Regional Educational Laboratory's Experience-Based Career Education (EBCE) Model.

The State objectives are focused on assisting the local education agencies in developing individual management tasks and their own unique delivery systems (processes, techniques, materials) for implementing and sustaining EBCE efforts, determining appropriate EBCE staff implementation needs of the LEAs through continuous assessment, providing other agencies with information about dissemination services available through the Wyoming State Department of Education, and providing evaluation procedures that generate data necessary for corrective feedback to key components of the State assistance process.

In order to accomplish the State objectives, the Wyoming State Department of Education (WSDE), in cooperation with the interested agencies, is using a systematic statewide delivery system to:

1. Create an awareness of successful, innovative approaches to educational problems.

2. Develop specific processes whereby those LEAs who desire to make change may be given technical assistance, aided financially, and supported in their efforts.

III. Program Components

The Experience-Based Career Education Program--Each student's learning is individually planned in terms of three content areas: Life Skills, Basic Skills and Career Development. The EBCE staff works closely with the student to identify interests and abilities, negotiate learning goals and plan activities and resources that will help the young person move toward broader career and life goals. The student's learning is carefully interwoven so that Life Skills activities involve practice in Basic Skills and help place Career Development experiences in perspective.

These content areas are covered in the student's individualized learning plans through various strategies such as projects, career explorations, learning levels, skill building levels, employer seminars, competency certification, student journals, and special placements.

Students, parents, business, and labor people from the community and school district representatives all share in program planning and policymaking.

Elimination of Sex Bias and Sex-Role Stereotyping--Project staff in each district will be given inservice training in the identification of sex bias and sex-role stereotyping. All comerical materials will be screened for sex bias by a district committee using such materials as the E.P.I.E. package. All teacher-prepared materials will also be evaluated for sex bias.

Third-Party Evaluation--The Center for Education and Management, Dr. Ken Spooner, President, is the third-party evaluator. The evaluation design addresses two major concerns: 1. Is the project being implemented as stated in the proposal? and, 2. Is the poject achieving the intended student outcomes?

Student outcomes will be assessed using a pre/post test experimental design. This design will assess student achievement using the Northwest Regional Education Lab Testing Program for EBCE. Not all student outcomes are addressed by the NWREL Testing Program, therefore, additional data collection instruments will be developed as required.

Sex-Fair Guidance, Counseling, Placement, and Follow-up--All students will be encouraged to explore nontraditional roles in the community. Counselors will provide guidance materials to illustrate current and changing roles. The project has adopted "Sex Fairness in Career Guidance--a Learning Kit" curriculum materials developed by ABT Associates, Inc., to help in these activities. Since this project is in an adoption/adaption stage with the NWREL curriculum materials, stress has not been given to dealing with sex bias and guidance as an individual subject. Therefore, the LEA's awareness and growth in sex bias and guidance becomes itself a developmental process.

Safeguards With Respect to Work-Related Activities of Participating Students--Through authority of State Law, local boards desiring to participate in career exploratory and preparation activities under this grant program have the ability to obtain the needed medical, hospital, or other insurance coverage called for in the project. Liability insurance concerning the transportation of students to employer sites rests with the local board of education. Coordinated coverage is to be accomplished by the LEA, its insurance carrier, and the employer's insurance carrier. Students in EBCE are involved in non-paid exploratory experiences. Contacts in community sites will not be involved in an exploratory experience lasting more than 13 weeks -- that time established as an employment relationship by the Labor Department's Wages and Hour Division. Interaction with labor unions' rules and regulations will be made part of the site analysis prior to allowing students the exploratory experience.

Unique Feature

The exemplary nature of this project is three-fold: First, the State Department of Education's delivery system (designed and implemented this year) to assist LEAs in matching learner needs to programs of proven worth; to create an awareness to all LEAs of successful innovative approaches to education, to develop specific processes whereby those LEAs which desire to make changes may be helped, aided, and supported in their efforts; and to require each LEA to show a disengagement plan that indicates commitment to assume full financial responsibility for the EBCE project.

The second exemplary aspect of this project is the culminating guidelines of six years of research, development, and evaluation in the following areas:

1. The implementation processes, activities, and materials hold high promise of serving as a change model that other local agencies could use, and can be disseminated/diffused to any similar local agency in Wyoming, the Intermountain West, and the nation.

2. The career education processes, activities, and materials are proven at the practitional

level with strong involvement and support from the community (business, industry, labor, parents, etc.).

3. The feedback system into the State Department of Education of evaluation results before dissemination/diffusion activities.

4. Instead of one Experience-Based Career Education model site, Wyoming has the beginning of four model sites.

5. These four sites represent what the SDE believes to be one of the best delivery systems for career education processes, techniques, and materials--that is, the local community and school districts which are involved in career education.

The third exemplary feature is the involvement of EBCE future training in the University of Wyoming's College of Education, both in preservice and inservice components.

STATE AND PROJECT NUMBER:	American Samoa 502AH60111
TITLE OF PROJECT:	Exemplary Demonstration Project in Cooperative Education
PROJECT DIRECTOR:	Patoa Benioni American Samoa Community College P.O. Box 2609 Pago Pago, American Samoa 96799
APPLICANT ORGANIZATION:	American Samoa Community College
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$6,998
DURATION:	September 1, 1976 through August 31, 1979

Site Information:

American Samoa is an unincorporated territory of the United States consisting of seven islands, most of them of volcanic origin, totaling approximately 76.2 square miles. The Samoan islands lie about 14 degrees south of the equator, 2,300 miles south of Hawaii, and 1,600 miles northeast of New Zealand. The main island, Tutuila, is the largest of the seven islands, and most of the 28,000-30,000 population live there. There are about 65 villages on Tutuila of which about 52 are accessible by paved road. Several villages are located around Pago Pago Harbor, which is the major population and governmental center. Pago Pago Village and Nu'uuli Village are the two largest villages with populations of 2,800 and 2,050 respectively. The government of American Samoa is the largest employer with a full-time labor force of approximately 4,234. Other employers include retail merchants, construction firms, fish canneries, and other industries related to fishing. The high school enrollment for American Samoa totalled approximately 1,986 in 1974. This project will serve 25 secondary and postsecondary students each year.

Description of the Program:

I. Administrative Structure

This project will be under the direct supervision of the Assistant Director for Vocational Education and will be directed by the Coordinator of Cooperative Education who will be responsible for evaluation and reporting procedures.

American Samoa

II. Program Design

The intent of the project is to provide on-the-job experiences for Samoan students through cooperative arrangements between the college and employers. Job stations will be identified in the private and government sectors where students will be allowed to work part-time in areas of their educational major. Agreements between the employers and the American Samoa Community College will be signed to assure that the student will receive occupational training related to his/her school. The Cooperative Education Coordinator will make periodic visits to the employers to evaluate the students' performance. Grades will be determined by the reports given by the supervisors of the training stations.

STATE AND PROJECT NUMBER:	Guam 502AH60089
TITLE OF PROJECT:	Community-Based Building Maintenance Mechanics Training
PROJECT DIRECTOR:	Peter R. Nelson Division of Career and Occupational Education Department of Education P.O. Box DE Agana, Guam 96910
APPLICANT ORGANIZATION:	Government of Guam Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$18,240
DURATION:	September, 1976 through August 31, 1979

Site Information:

The project will be operated on Guam, an Island Territory located 800 miles north of the equator, 1,500 miles east of Manila and 1,400 miles from Japan. The island is 32 miles long and eight to four miles wide. The Area Vocational School is centrally located in Mangilao. The project will serve approximately 35 students.

Description of the Program:

1. Administrative Structure

The project director is the Associate Superintendent, Division of Careers and Occupations, Guam Department of Education. He administers the program through the Assistant Principal for Curriculum at Guam Vocational-Technical High School.

II. Program Design

The primary objectives of the program are as follows:

1. To test the feasibility of providing mobility for vocational programs so that the laboratory experience can be taken into the community where students can experience the diversity of Building Maintenance in a realistic setting.

2. To utilize Government of Guam structures as learning experience sites for building maintenance and where feasible utilize commerical structures for demonstration sites.

3. To provide students enrolled in the newly implemented Building Maintenance Mechanics Program with adequate experiences relating to commercial structure maintenance so that, upon the completion of the two year course of study, in-class and community-based, they will be able to transfer smoothly into the Cooperative Work Experience program for completion of their training.

Prior to school year 1975-1976 a Performance Based/Industry Validated Curriculum was developed to implement the training of Building Maintenance Mechanics. Unfortunately it was found immediately that the campus setting is not and will not be as modern or complex as most structures which are in need of maintenance on Guam, and that simulation alone will not meet the need. It has been ascertained, however, that most structural models are presently being utilized by Governmental Agencies and these facilities could be utilized as training sites. In addition, on a limited basis individual arrangements can be made with business on Guam to utilize their buildings as demonstration sites when they have a unique maintenance component. However, to utilize the aforementioned facilities as training sites, the instructional component must be mobile.

The primary focus of service would be on juniors enrolled in the Building Maintenance Mechanics Program (BMMP). As sophomores, the students would be taught the basic concepts and skills at the area vocational school. After completing the basic core students would immediately become involved with the specialized experience that can only be acquired through off-campus experience. As seniors the students would be prepared to enter the Cooperative Work Experience Program to complete their training.

STATE AND PROJECT NUMBER:	Puerto Rico 502AH70027
TITLE OF PROJECT:	Establishment of an Experience-Based Career Education Program in Puerto Rico To Provide High School Students With Experiential Learning Opportunities
PROJECT DIRECTOR:	Luis Rafael Ortiz Acting Assistant Secretary Department of Education Cesar Gonzalez and Calaf Streets Hato Rey, Puerto Rico 00919
APPLICANT ORGANIZATION:	Commonwealth Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$660,129
DURATION:	July 1, 1977 through June 30, 1980

Site Information:

The project will be implemented in Ramon Power High School. This school is located in a socially, culturally, economically, and educationally disadvantaged area of the San Juan metropolitan area. Puerto Rico is undergoing a transition from an agrarian economy to a technological one. Sugar production and refinement plays a large part in the economy of San Juan. Government is also one of the largest employers in the area.

Approximately 83% of Power High School students reside in public housing projects and slum areas. The school had an enrollment of 856 students in 1975-76 of which 43% were in vocational courses and 57% were taking academic courses. The dropout rate in 1975-76 was 8.1% compared to the island average of 4.8%. Results of diagnostic tests given students in communication skills and mathematics reveals that in all areas tested over 50% of the students were under 9th grade level.

Description of the Program:

I. Administrative Structure

The coordination between the regular academic program and the vocational program will be made through a liaison officer of the academic program, who will make the necessary contact with the directors of Spanish, English, and Mathematics programs and will make recommendations to the project director. The project director will have overall coordination of the project and will report to the Assistant Secretary of Vocational Education. The Research Coordinating Unit will offer all necessary services and technical assistance in the project implementation.

Puerto Rico

II. Program Design

The program will have a three-year duration and will be developed in three phases. The basic objectives of Phase I are (1) the demonstration of program feasibility and effectiveness on a limited scale, (2) establishment of school and school-community groups to develop program activities, and (3) the organization of community participants for the program. Forty students will be selected from the tenth grade to participate in this phase of the program.

The basic objectives of Phase II are (1) the assessment of the community's capabilities and capacity to provide experiential learning opportunities, (2) the articulation of the Research for Better Schools program and other experience-based activities, and (3) the development of local competencies to extend and implement the program for additional students and school districts.

The third phase is the extension and diffusion of the program within the district and regionally as a demonstration project. The objectives of this phase are (1) the development of linkages with the regional education office and the Department of Education Central Office to support program diffusion and (2) the organization of support services within the district and community throughout the island. During the third year, the program will be increased to three schools.

III. Program Components

The Experience-Based Career Education Program--This project will be patterned after the RBS model. The project incorporates three interrelated components--career development, career guidance, and the academic resource center. Career development directs students into the community for contact with working adults and for career explorations. Career guidance is the component that orients students to EBCE and helps them correlate their job-site activities with personal and academic interests, needs, and skills. This integration is accomplished through structured group and individual learning sessions. The academic resource center provides individualized instruction in a scholastic laboratory setting supplied with a wide variety of learning materials and utilizing diagnostic/prescriptive approaches. Interdisciplinary teachers in the academic resource center coordinate students' skills work with their career guidance activities so that there is continuity among the three distinctive components of RBS career education.

Elimination of Sex Bias and Sex-Role Stereotyping--One of the goals of staff training will be the development of awareness and sensibility in the project personnel to detect any discrimination based on sex or any sex stereotypes in the development of project activities. The advisory committee will also be responsible for examining the

different procedures and activities to see if there is any kind of discrimination based on sex. Students will be placed in exploration and specialization activities on the basis of choice.

Third Party Evaluation--The 10th grade students who apply for participation in the program, but who are not selected, will constitute the "control group." There will be a process evaluation while the project is being developed so that corrective measures are taken to assure a smooth project development. Outcome evaluation will also be conducted to determine if the project objectives and goals were achieved.

Sex-Fair Guidance, Counseling, Placement and Followup Services--This component will assist students in acquiring the knowledge and skills needed to assess and relate their experiences in both the school and the community to their own career development and to public issues. It is designed to help students develop self-evaluation, problemsolving, and decisionmaking skills. The pupil personnel services office assist the school staff and community participants to secure, interpret, and use information concerning the characteristics and needs of the students for program planning, implementation, and placement.

The career guidance counselor will conduct an annual followup of students to assess student ability to succeed in the world of work. Students who leave the program in an earlier stage because they feel prepared will also be followed up. The social worker will followup on students who drop out of the program to determine the true reason for leaving.

Safeguards With Respect to Work-Related Activities of Participating Students--A participating student will be covered by insurance both inside and outside school. There is a small charge to the student for this insurance.

IV Unique Features

After the three years of Federal funding ends, the Commonwealth of Puerto Rico plans to operate the program in three schools, serving some 300 participating students.

STATE AND PROJECT NUMBER:	Trust Territory of the Pacific Islands, Mariana Islands 502A950004
TITLE OF PROJECT:	Career Education Materials Development for Comprehensive Guidance Counseling Implementation at the Senior High School Level
PROJECT DIRECTOR:	David Ramarui, Director of Education, Department of Education Headquarters Saipan, Mariana Islands 85202
APPLICANT ORGANIZATION:	Trust Territory of the Pacific Islands
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$22,689
DURATION:	July 1975 through June 1978

Site Information:

The site of the Career Education Materials Development for Comprehensive Guidance and Counseling Implementation is Ponape School District which is one of the six school districts in the Trust Territory of the Pacific Islands. School district offices are located in Kolonia, Ponape, which is the District Center for administering and providing support of outlying islands in Ponape District. Ponape is located southeast of Guam and southwest of the Hawaiian Islands. It is the largest island in the Ponape District with a total land area of 129 square miles and a population of over fourteen thousand. Kolonia has a population of over five thousand. Ponape District has three high schools and forty-four elementary schools. One of the schools is a privately operated vocational high school, Ponape Agriculture and Trade School (PATS). The Community College of Micronesia is located in Kolonia and serves all of the six districts of Micronesia. Both the Community College of Micronesia (CCM) and the Ponape School District have Teacher Training Departments with major program emphasis placed on preparing teachers. PATS also offers a Teacher Training Program for secondary vocational teachers and in cooperation with CCM offers an A.S. degree in vocational teaching.

Description of the Program:

I. Administrative Structure

Mr. Loren Peterson, Ponape District Pre-Vocational Coordinator (PVC), will coordinate and work with the staff at Ponape Island Central School (PICS) and assist them in the actual compiling of material. The PVC will conduct

scheduled teacher training sessions with the cooperating teachers involved in the curriculum testing segment to familiarize them with career development theory and to provide opportunities for them to explore, in depth, the world of work. Initial training will emphasize the responsibility of the school in relation to post-school opportunities for students within the framework of present community needs and possible future needs of Micronesia.

The PVC will visit PICS on a scheduled basis to serve as a resource and support person for the classroom teachers and participating students. Visiting and observing classes will provide an opportunity to evaluate the new materials on a broad scope with the goal in mind of demonstrating and disseminating to the total student body of PICS and to high school staffs throughout the Trust Territory any relevant curriculum development concepts and techniques which are developed.

II. Program Design

Ninety-nine per cent of the school children in Ponape District have been classified as being educationally deprived and from low-income families. With the exception of government employees and the few employees working in the private sector, most people live on a subsistence level with the major means of support being from farming and fishing.

Economic conditions in Micronesia are changing. As in the other developing nations, there are only limited numbers of visible job models for students to be exposed to and consequently Ponapean students have a limited vision and awareness of the wide range of occupations that they might, in the future, enter.

In addition to the business of government, over one hundred firms of varying sizes do business within the district. The potential work force has been estimated at over six thousand. Under the Micronesian Social Security System, over eleven hundred persons are now employed by the government and private businesses. The Social Security System does not include people engaged in agriculture, the operation of family stores, or those who are self-employed.

III. Program Components

Career awareness and exploration are basically curricular responsibilities. Up to the present, curriculum development in the Trust Territory educational system has been basically designed with the focus on pure academics. That is, until a few years ago, the curriculum adopted by the Department of Education was a traditional classroom approach of preparing all students for higher education upon completion of high school. Since less than 30% of the students in Ponape District who enter elementary school complete high school (and less than 5% of those same students complete higher education programs), Ponape District realizes it is past time to do extensive adaptation of materials and methods used to educate the youngsters for productive and useful roles in the adult society. The curriculum has not been as broad-ranged as it should be to a majority of the students.

Trust Territory of the Pacific Islands,
Mariana Islands

This project proposes to better preserve the options of the student and to provide him the knowledge required to decide for himself how far and in what direction he will go educationally. The principal goals of this approach are: (1) to structure the entire educational program around real life activities; (2) to integrate academic knowledge and skills with occupational training; (3) to include in the program community resources and non-school educational opportunities; (4) to provide for each student a program relevant for his becoming a productive, contributing citizen through an extensive, Career Counseling-oriented curriculum.

STATE AND PROJECT NUMBER:	Virgin Islands 502A250003
TITLE OF PROJECT:	Virgin Islands Exemplary Vocational Career Education Center
PROJECT DIRECTOR:	Albert Ragster, Sr. Assistant State Director Division of Vocational-Technical Education Department of Education P.O. Box 630 St. Thomas, Virgin Islands 00801
APPLICANT ORGANIZATION:	Virgin Islands Department of Education
ESTIMATED TOTAL FEDERAL FUNDS - SECTION 142(c):	$15,928
DURATION:	July 1, 1975 through June 30, 1978

Description of the Program:

I. Administrative Structure

The project director is the Assistant State Director of Vocational Education. He will supervise the work of an assistant project director and a research assistant, who will be responsible for the day-to-day operation of the project.

II. Program Design

The project funds will be used for personnel to establish and operate the Virgin Islands' exemplary vocational career education center on a pilot basis in one high school. The initial thrust of the project will be toward the collection and development of materials to facilitate guidance, counseling, placement, and follow-up services which are provided through the counseling systems of the schools. The following clusters will be emphasized in order of priority: Public Service, Hospitality and Recreation, Marketing and Distribution, Health, Construction, Business and Office, Consumer and Homemaking, Agribusiness and Natural Resources, and Marine Science. The cluster structure will be used as a delivery system for occupational preparation, cooperative education, and work experience programs in the Virgin Islands.

When the center becomes functional and materials are available, a curriculum specialist will review the materials and work with counselors and teachers in modifying materials to meet the needs of the Virgin

Islands. The center will serve as a teaching center and will be open for use by counselors, teachers, students, and administrators. Short term workshops will be arranged for counselors to review materials to be exposed to new approaches to career education. Summer workshops will be arranged for the integration of materials, techniques, and information available at the center into the ongoing curricula, in the high schools within the system. The attainment of the objectives will be evaluated by a team of educators from outside the Virgin Islands. A detailed report will be submitted with recommendations or detailed analyses of shortcomings.

GPO 927-178